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ABSTRACT

A panel of state staff, Professional Development Center directors, and other experts reviewed current or previous exemplary projects in Pennsylvania and in the U.S. and published project descriptions in a newsletter ("FOCUS" bulletin). Twenty-two special projects were selected as exemplary based on a five-point scale for innovation, effectiveness, adaptability, and quality of final report. Five additional projects with outstanding components were accorded an honorable mention. Areas pertinent to adult education practitioners featured in 1997 FOCUS bulletins were curriculum, technology, staff development, family literacy, and program improvement. In addition, 47 projects previously identified as exemplary in the areas of assessment, curriculum family literacy, learning differences, recruitment and retention, staff development, and technology, including 18 that needed no revisions, were validated. A classification system for validated products and practices was established, a standard bookshelf of significant products was identified, and four significant projects were cited as models for transfer in fiscal year 1997-98. (The five FOCUS bulletins, validation worksheets, readers' survey, and the annotated listing of the 47 validated projects are included.) (KC)

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FOCUS on ADAPTATION

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FY 1996-1997
#99-7001 $26,550
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ABSTRACT

Grant Recipient: Dr. Sherry Royce
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Project No. 99-7001
Grant Allowance: $21,375
July 1, 1996 to June 30, 1997

Grant Director: Dr. Sherry Royce

PROJECT PURPOSE:

FOCUS ON ADAPTATION provided a publication for the effective and statewide dissemination of significant current or previous Section 353 special demonstration projects. It also conducted a review of previous exemplary projects and validated those that were deemed significant.

PROJECT OUTCOMES:

Twenty-two special projects from Pennsylvania and the nation were selected as exemplary based on a five-point scale for Innovation, Effectiveness, Adaptability, and quality of Final Report. Five additional projects with outstanding components were accorded an Honorable Mention. Areas pertinent to adult education practitioners featured in 1997 Focus bulletins were Curriculum, Technology, Staff Development, Family Literacy and Program Improvement. Focus validated 47 projects previously identified as exemplary in the areas of Assessment, Curriculum, Family Literacy, Learning Differences, Recruitment and Retention, Staff Development and Technology, including 18 that needed no revision. A classification system for validated products and practices was established, a standard bookshelf of significant products identified, and four significant projects cited as models for transfer in FY1997-98.

IMPACT

In its yearly reader survey, ***Focus*** repeated its 1996 rating, the highest in its 12 year history. It received a total of 13.83 out of a possible 15 points, or a 92% favorable rating. Contacts with AdvancE, the Western Pennsylvania Adult Literacy Resource Center, and special project directors indicated that there were 130 requests for projects featured in Focus Bulletins. A listing of validated projects was distributed to Pennsylvania Department of Education's (PDE's) Bureau of Adult Basic and Literacy Education (ABLE) staff and Professional Development Centers (PDCs) including the TIU Adult Education and Job Training Center's PDC which is developing modules for staff development purposes.

PRODUCTS

Between December 1995 and May 1996, five issues of ***Focus*** were produced and distributed. The project developed an annotated listing of the 47 validated projects.

PROJECT CONTINUATION

It is recommended that previous exemplary special projects in the areas of workplace, staff development and research, counseling/lifeskills, ESL, and program improvement/linkages be validated in FY 1997-98.

RECOMMENDATIONS

It is recommended that a database of validated projects be made available to the PDE Bureau of ABLE and the six Pennsylvania PDCs.

I. INTRODUCTION

Since the inception of federally-funded ABE special projects in FY 1975-76, Pennsylvania has produced 1,128 special demonstration and staff development projects. As the number of Pennsylvania's projects increased, it became necessary to develop a process to review and evaluate each year's products so that exemplary projects could be identified and adapted by other Pennsylvania programs. For 12 of the past 21 years, the Bureau of ABLE has funded Focus to conduct the review and evaluation of its special projects. To date, Focus has identified 133 outstanding projects produced by Pennsylvania practitioners and cited 30 projects as honorable mentions. In FY1995-96, Focus extended its scope by soliciting, reviewing and publishing information in Focus Bulletins about other state's exemplary special projects. Since then, 20 projects from other states were cited as exemplary and 23 received an Honorable Mention.

This year, 22 special projects from Pennsylvania and the nation were selected as exemplary based on a five-point scale for Innovation, Effectiveness, Adaptability, and quality of Final Report. Along with five additional projects accorded an Honorable Mention, they were highlighted in five Focus bulletins addressing the areas of Curriculum, Technology, Staff Development, Family Literacy and Program Improvement. In FY1996-1997, Focus also validated 47 projects previously identified as exemplary in the areas of Assessment, Curriculum, Family Literacy, Learning Differences, Recruitment and Retention, Staff Development, and Technology, including 18 that needed no revision. An annotated listing of these validated projects is enclosed as a product with the Final Report.

The validation of prior exemplary projects as well as the review of new projects from Pennsylvania and other states took place at the Focus meeting in November 1996. Five issues of Focus Bulletins were published between January and May 1997. The Focus meeting held at Midwinter Conference in February 1997 established a classification system for validated products and practices, a standard bookshelf of significant products, and recommended four significant projects for transfer in FY 1997-98.

Project director, Sherry Royce, holds an Ed.D. in Adult Education from Teachers College, Columbia University. She has been involved in Pennsylvania adult education since 1967 as an ABLE program and project director and has directed 44 special projects, including the FY1984-96 Focus projects. She also served as a member of the USDOE's Adult Education and Lifelong Learning (ADELL) Clearinghouse that conducted a national evaluation of special projects.

Seven of ten Focus panel members have served in this capacity in the past, namely: Rose Brandt, Carol Goertzel, Edie Gordon, Joan Leopold, Carol Molek, Jeff Woodyard, and Rachel Zilcosky. Their expertise includes program administration and staff development; ESL, ABE, and GED instruction; volunteer and literacy management and training; family and workplace programs; and service to special populations such as learning disabled, seniors and institutionalized adults. Bootsie Barbour, Northwest PDC Coordinator, Sandy Strunk, Southwest PDC director, and Linda McCrossen of the Adult Literacy Center of the Lehigh Valley and PDE's Project EQuAL, are the newest members to join the Focus panel. Nine of the 10 panelists have produced 353 projects deemed exemplary.

As a homebound staff development vehicle, *Focus* provides Bureau of ABLE staff, local program administrators and staff, and Pennsylvania's PDC's with information about outstanding practices that can be replicated to meet the needs of the state, the region, or of local program participants and staff. Adult education national, regional and state clearinghouses, state departments of education, and adult education leaders throughout the nation receive information about Pennsylvania's and other state's exemplary special projects via Focus Bulletins. The Focus panel also serves as a training ground in project evaluation for Pennsylvania's ABLE leadership. With the addition this year of Bootsie Barbour and Sandy Strunk, all PDC directors/coordinators are members of the Focus panel

In FY1996-97, five *Focus* bulletins were distributed to over 2000 adult literacy and basic education practitioners in the Commonwealth including all ABE/ESL/ GED and Act 143 Literacy programs as well as the ABLE state task force; the 353 review committee and 353 project directors; all librarians and legislators in the Commonwealth. They were also sent to all state departments of education, to state, regional and national adult education clearinghouses, and to out-of-state practitioners whose projects were featured in *Focus*. Additional copies of Focus were distributed to the AdvancE Clearinghouse, the Western Adult Education Literacy Resource Center, and all Pennsylvania PDCs. Five copies of the final report were provided to the Bureau of ABLE.

II. BODY OF THE REPORT

A. STATEMENT OF THE PROBLEM

While many of the Commonwealth's 353 projects have been nationally recognized as outstanding, highlighted in the Division of Adult Education and Literacy's (DAEL's) *A.L.L. Points Bulletin*, and even adapted by other states (i.e. Success Stories), there have been few 353 adaptation projects funded by PDE. A review of 306/310/353 abstracts for the last 20 years revealed that the first adaptation project was funded in FY1980-81 for $5,081 to Lancaster-Lebanon IU 13. *ESL Made Easy* (#98-1008) used "the results of the *Bilingual Project's Needs Assessment Survey* (West Chester State College, FY1979-80)... to produce an ESL teacher's card catalogue of 100 lessons integrating English language instruction with the functional competencies in the five APL areas" (FY1980-81, AE 310's Special Experimental Demonstration Projects and Teacher Training Abstract Booklet).

In June of the following year, AdvancE was funded for $18,062 to run the first Adapter and Implementation Workshop (#99-2002) at which participants from ABLE programs "attended demonstration sessions on selecting and adapting resources for adult instruction" (FY1981-82 AE Abstract: Adult Education 310's in the Commonwealth of Pennsylvania). In the following 15 years, the review of literature uncovered only 17 special projects involving a *transfer of practices or products from one agency to another* and not merely an updating or revision of a project by the same agency or a facelift of a product by an editor. These 17 projects were funded to 10 different agencies for a total of $88,733, or approximately $6,000 per year. Between 1984 and 1994, the ten agencies funded for adaptation projects had produced 137 special projects of which 48 were rated exemplary by the Focus panel. Only

one agency out the 10 funded for an adaptation project never produced an exemplary project. Of more than $12,555,000 expended on special projects since 1976, less then 1% was allocated for adaptation.

The facts are clear. Pennsylvania's ABLE practitioners have a long productive history of producing innovative special projects. Yet, we have no history of their being followed up; indeed, no memory of their very being. How much money and effort have we wasted over the years because the 353 mandate in Pennsylvania was always the production of *new* ideas rather than the validation and replication of *good* ideas? The time has come for us to reap what we have sown. We need to commit money, time and effort to developing and carrying out a statewide adaptation component, one that will provide for the examination, modification, and aided adaptation of exemplary projects and practices.

B. GOALS AND OBJECTIVES

Goal A: To prepare and publish a newsletter disseminating significant current and previous 353 special projects. Goal A's objectives were:

1. Identify, classify and acquire recent special projects from ABLE practitioners in Pennsylvania and other states and distribute them to the Focus panel for review.
2. Select exemplary projects and feature them in five Focus Bulletins.

Goal B: To establish a task force comprised of state staff, PDC directors/coordinators and experienced Focus panel members to:

1. Reexamine assumptions about exemplary projects/products' selection criteria and develop guidelines in keeping with revised assumptions.
2. In conjunction with the EQUAL coordinator and the Action Research coordinator, identify areas of program and staff/student needs that can be addressed by exemplary projects/products.
3. Classify previous Focus-cited exemplary project/products into interest areas (i.e. recruitment/retention/family literacy/tutor training, etc.)
4. Review several selected areas to determine which project/products
   a. can be disseminated "as is" through PDC's but need implementation strategies for effective use in local programs (i.e. staff handbook).
   b. need additional "field testing/assessment" by the developing program or other programs before packaging and dissemination (i.e. parenting resource book).
   c. need revisions before packaging (portions of project/product innovative, effective, adaptable but format needs improvement).
5. Review other state's exemplary project dissemination practices and brainstorm ideas for standardizing Pennsylvania procedures to disseminate revised and packaged projects through the PDC's with guidance from local programs, projects and practitioners.

C. PROCEDURES

1. *GOAL A: Selection and Publication of Current Exemplary Projects*

The procedures employed to identify and evaluate current exemplary projects and to highlight them in five issues of Focus include:

a. Identification of state and national projects for Focus review: The project director reviewed Pennsylvania's FY1994-1995 special projects not evaluated previously and all FY 1995-96 projects and classified them in appropriate categories. She contacted ABLE state directors, regional and national ABLE clearinghouses, and asked them to submit recommendations of their states' exemplary projects relevant to the topic areas to be covered in the 1996-97 Focus Bulletins. Both Pennsylvania and out-to-state special projects were obtained and sent to the Focus panel for review.

b. Screening and evaluation of current projects. An evaluation session took place at PDE on November 20, 1996 (See Agenda, Appendix B). Pennsylvania's standard evaluation worksheet as revised in FY1995-96 (See Appendix A) was used by panel members to screen, identify, rate, and complete evaluation worksheets for projects they deemed exemplary. During the morning session, teams that had read the same projects discussed and agreed upon their selections for outstanding projects and honorary mentions in their assigned categories. In the afternoon, each group presented their selections for exemplary programs to the FOCUS panel.

c. Publication of Focus Bulletins: The Focus editor reviewed the Focus Panel's comments and examined each recommended project. Five Focus Bulletins (See product enclosed with Final Report) were prepared. Each issue had a theme (i.e. Technology) and featured articles describing exemplary projects related to that theme. Each article identified components of the project, detailed results and/or products, recommended how the project or products might best be used, and provided ratings as to the project's effectiveness, innovation, adaptability and final report. Focus was prepared copy-ready in the Royce & Royce office using a template provided by Project Axis. Each issue was reviewed, "tweaked," and illustrations added by Axis editor, Tana Reiff, before being sent to the publisher.

d. Dissemination of Focus Bulletins. Between January and May 1997, five Focus Bulletins were mailed to administrators and staff of all PDE Bureau of ABLE programs and special projects, ABLE special task forces and the Pennsylvania Department of Labor Single Point of Contact (SPOC) agencies. Focus Bulletins were sent to members of post-secondary educational institutions, public housing authorities and community-based organizations dealing with ABLE clients. Focus Bulletins were disseminated to state and national ABLE clearinghouses and all State Department of Education (SDE) Adult Basic Education directors as well as all state legislators, public libraries and adult education advocates in the Commonwealth. Focus Bulletins were also uploaded to AOL's Read/Literacy Library, Literacy Volunteers of America's (LVA's) Bulletin Board.

2. *GOAL B: Review and Validation of Previously-Cited Exemplary Projects*

a. Survey of ABLE leadership in Pennsylvania. Twenty-six surveys entitled *Q&A Regarding 353 Projects and Their Dissemination* (See Appendix A) were distributed to directors of PDCs, ABLENET, AdvancE, and EQuAL projects. The same survey was also distributed to PDE state staff, project directors of the Action Research and PALPIN projects, and the EQuAL consultant in attendance at the initial FY1996-97 state-sponsored 353 project directors meeting. The survey sought to identify: 1) attitudes and assumptions of Pennsylvania's ABLE program leaders regarding strategies to disseminate and transfer exemplary projects, and 2) their ranking as to principal areas of staff development needs that transfer of exemplary projects could fulfill.

b. Comparison of findings with EQuAL Survey. The findings from the *Q&A Regarding 353 Projects and Their Dissemination* were compared with Survey Results of Core Topics for Staff Development identified for Project EQuAL, December 4, 1995.

c. Request for input on technology projects from ABLENET. A list of technology projects previously cited as exemplary was sent to Linda Hinman of ABLENET with a request for recommendations of other technology projects to be reviewed as worthwhile candidates for inclusion in a technology packet to be developed in the future.

d. Review other state's criteria and dissemination practices. The project director contacted the following state departments of education and resource centers and obtained copies of their criteria for review of special projects: Joe Waters, Florida ACENET; Sarah Hughes, New York State Education Department; Robert Bickerton, ACE, Massachusetts Department of Education; Janie Carter, National Adult Education Staff Development Consortium, Arkansas; and Jacques LaCour, California Staff Development Institute. Of the instruments available, only the New York model seemed appropriate as a validation model. An initial draft of the Validation Worksheet was developed incorporating criteria from the New York model with the Pennsylvania model.

e. Identification and classification of prior projects. The Focus researcher reviewed 188 special projects cited as exemplary that were developed between 1989 and 1995 and selected 93 for review and possible validation in FY 1996-97. These projects were classified under the categories of Technology, Family Literacy, Learning Differences, Curriculum, and Program Improvement, which included Assessment, Research, and Recruitment and Retention.

f. Development of a validation worksheets. Two new instruments, a Validation Worksheet and a Utilization Worksheet, were developed (See Appendix A) and distributed to the ten Focus panel members along with the projects to be validated.

g. The Validation Session. A validation session took place at PDE on November 20, 1996. The new instruments were used by Focus panel members to validate projects they deemed still significant. During the morning session, teams that had read the same projects discussed and agreed upon their selections. In the afternoon, each group discussed the projects/product they recommended with the

entire FOCUS panel. Of 93 projects rated, 47 were validated as significant and 18 that needed no revisions were identified. An annotated listing of the 47 validated projects was developed and distributed to PDE Bureau of ABLE staff and the six PDCs, including the TIU Adult Education and Job Training Center's PDC which is developing modules for staff development purposes.

h. Brainstorm ideas for standardizing Pennsylvania procedures. At the midyear review of 353 projects, January 15, 1997, the Focus project director was given the mandate to develop an *overarching construct* for categorizing 353 projects. At the Midwinter Conference meeting on February 4th , panel members took up this issue of a standard classification of products/practices and considered several matrixes in an attempt to accommodate the concepts of research, models, resources, and curriculum. (See Appendix B, Agenda and Notes on Midwinter Focus Meeting by Bootsie Barbour). The panel also considered and made recommendations regarding a standard bookshelf of significant products, utilization studies, the repackaging of promising practices, and explored a variety of ways to transfer exemplary projects.

D. PROJECT RESULTS

1. *Goal A: To prepare and publish a newsletter disseminating significant current and previous 353 special projects. Goal A's objectives were:*

   a. *Identify, classify and acquire recent special projects from ABLE practitioners in Pennsylvania and other states and distribute them to the Focus panel for review.*

   b. *Select exemplary projects and feature them in five Focus Bulletins.*

All Goal A objectives were met. In FY1996-97, the Focus Panel reviewed 87 special projects from 12 states including Pennsylvania. Based on a five-point scale for Innovation, Effectiveness, Adaptability, and quality of Final Report, 22 projects were selected as exemplary and five projects with outstanding components were accorded an Honorable Mention (See Appendix A). Areas pertinent to adult education practitioners featured in 1997 Focus bulletins were Curriculum, Technology, Staff Development, Family Literacy and Program Improvement.

2. *GOAL B: Establish a Focus Task Force comprised of state staff, PDC directors/coordinators and experienced Focus Panel Members:*

The establishment of a Focus Task Force as described in Goal B was accomplished. With the addition of Bootsie Barbour and Sandy Strunk to experienced Focus panel members, Rose Brandt, Edie Gordon, Carol Molek, and Rachel Zilcosky, all PDC directors took part in FY1996-97 evaluation and validation procedures. Helen Hall, Ella Morin and Cheryl Harmon of Bureau of ABLE and AdvancE attended both the November and February Focus meetings. Cheryl Keenan, Director of the Bureau of ABLE, attended the November meeting, and in conjunction with Judy Alamprese, conducted the mid-year review of the Focus project, with Ella Morin also in attendance. Focus panelists Carol Goertzel, Joan Leopold, Linda McCrossan, and Jeff Woodyard represented excellence in the field as ABLE program directors, 353 exemplary project directors, and experienced Focus panel members.

GOAL B: Review and Validation of Previously-Cited Exemplary Projects. The Focus Task Force's objectives were to:

1. *Re-examine assumptions about exemplary projects-products, selection criteria, and develop guidelines in keeping with revised assumptions.*
2. *In conjunction with the EQuAL coordinator and the Action Research coordinator, identify areas of program and staff/student needs that could be addressed by exemplary projects products.*

To address Goal B, Objectives 1 ,*Q&A Regarding 353 Projects and Their Dissemination* was designed. It's objective was; 1) to illuminate attitudes and assumptions of ABLE program and staff development directors regarding strategies to disseminate and transfer exemplary projects, and 2) to rank staff development needs that the transfer of exemplary projects could meet. On the positive side, 19 out of 26 or 73% of PDC, ABLENET, AdvancE, and EQuAL project directors surveyed responded. After eliminating the no preference votes, the following recommendations were recorded.

- Programs should request transfer of projects/products of interest to them (94% in favor)
- Other state's exemplary projects that address PA needs should be disseminated (89% in favor)
- Some 353s are better suited to large programs, others to small programs (87% in favor)
- PDC's should initiate the dissemination of projects/products to programs (66% in favor)

Survey participants were nearly equally divided as to the following statements:

- Dissemination of 353s should include training by project developers (56% in favor)
- I am mainly interested in the transfer of projects with usable products (53% in favor)
- I am mainly interested in staff development projects (47 % in favor)

The following choices were rejected by a majority of survey respondents:

- Projects/products should be re-evaluated/retested before dissemination (38% in favor)
- All programs in a PDC region should receive 353s deemed exemplary (31% in favor)
- I am mainly interested in the transfer of projects concerned with process (27% in favor)

When asked about their preferences for the transfer of 353 projects to support training, respondents ranked various learner, staff and program needs in the following order:

1. Staff's use of technology
2. Program's systematic assessment and evaluation practices
3. Learner's basic knowledge of technology for instructional purposes
4/5. Staff knowledge and skills in the content area; Understanding the adult learner
6. Student knowledge in basic skills and demonstration of new skills
7. Student's work knowledge, such as positive attitudes toward job, awareness of opportunities
8. Staff attitudes and behaviors, positive changes in expectations, instructional methods, multicultural awareness
9. Learner's attitudes and behaviors, such as attendance and self-esteem
10. Program's recruitment and retention strategies
11. Learner's parenting knowledge and skills including positive attitudes toward family and health
12. Program's sound administrative practices in areas of administration, instruction, materials

On the negative side, this survey received no response from the Action Research or PALPIN project directors or the EQuAL consultant who had representatives at the state-sponsored 353 project directors meeting where the survey was distributed.

To address Goal B, Objectives 2, without direct input, the project director secured the listing of *Core Topics for Staff Development Survey Results*, compiled by the Project EQuAL consultant team (December 4, 1995). The *Core Topics Survey* results addressed staff development needs in relation to classroom and instructional strategies (Training Effective Literacy Tutors being the main exception). Of the top ten ranked topics, the top three were selected by 11,10, and eight respondents respectively. Of the remaining seven, one topic was selected by six respondents and the remainder by five.

In FY1996-98, the Bureau of ABLE committed $111,494 of staff development funds to the development of training modules on the following topics chosen by an average of six experienced ABLE program leaders. They are: Assessment, Case Management, Math as Problem Solving, Cooperative Learning, and Diagnostic Techniques for Special Needs Adults. Additional staff development packets being produced or slated for production include ESL assessment, ESL for Advanced Students, and ESL for Beginning Students, while Teaching the Reading Process is being rethought and will eventually be reworked.

To match the identification of *program and staff/student needs that could be addressed by exemplary projects/products* called for in Focus Goal B, Objective 2 with the Bureau's commitment to the topics identified in the *Core Topics Survey* was a case of trying to fit a square peg into a round hole. The 26 ABLE leaders who responded to the *Q&A Survey* expressed preferences for the transfer of 353 projects addressed to a more comprehensive range of staff development areas than those identified in the *Core Topics Survey*. These preferences mirrored the broad scope of current and prior projects identified by the FOCUS panel as exemplary and validated as still significant.

GOAL B: Objectives

3. *Classify previously-cited exemplary projects/products into interest areas (i.e. recruitment/ retention/ family literacy/tutor training, etc.*
4. *Review several selected areas to determine which project/products*
   a. *can be disseminated "as is" through PDC's but need implementation strategies for effective use in local programs (i.e. staff handbook).*
   b. *need additional "field testing/assessment" by the developing program or other programs before packaging and dissemination (i.e. parenting resource book).*
   c. *need revisions before packaging (portions of project/product innovative, effective, adaptable but format needs improvement.*

To address Goal B, Objective 3 and 4, a Utilization Sheet was developed (See Appendix A) and completed for all validated projects. The Utilization Sheet specified: 1) delivery level (all programs should have a copy of the project; all PDCs should have a copy; needs revision, inclusion of parts in

training modules, field-testing, 2) audience/program the project best served (product for learners, staff development, tutor training), and 3) Core Topic modules supported by the project/product. The Validation Session took place at PDE on November 20, 1996.

On the positive side. Of the 47 projects validated, nine were identified that could assist in the development of Core Topic modules (See Appendix B). Eight of these dealt with assessment, including one devoted to special needs adults. One project which addressed math as problem solving. Of the remaining 38 projects validated, six were curriculum packages, eight focused on family literacy, five dealt with learning differences, six explored strategies for recruitment and retention, four were devoted to technology, and nine were classified as research and staff development.

GOAL B, Objective

5. *Review other state's exemplary project dissemination practices and brainstorm ideas for standardizing Pennsylvania procedures to disseminate revised and packaged projects through the PDC's with guidance from local programs, projects and practitioners.*

To address Goal B, Objective 5, the project director contacted the following state departments of education and resource centers in September 1996. She obtained copies of their criteria for the review of special projects and discussed their dissemination practices: Joe Waters, Florida ACENET; Sarah Hughes, New York State Education Department; Robert Bickerton, ACE, Massachusetts Department of Education; Janie Carter, National Adult Education Staff Development Consortium, Arkansas; and Jacques LaCour, California Staff Development Institute. Of the instruments available, only the New York model seemed appropriate as a validation model. An initial draft of the Validation Worksheet was developed that incorporated criteria from the New York model with the Pennsylvania model. When this draft was sent for review to the EQuAL consultant, it was shot down with the comments: "your special projects will never live up to these criteria." and "go with your old criteria."

At the January 1997 midyear review of the Focus project, conducted by Cheryl Keenan and attended by Judy Alamprese Ella Morin, the Focus project director discussed strategies employed by New York State, California, Florida, and Tennessee to: 1) share funding responsibilities for project development with other state agencies and the private sector, and 2) to establish a production unit for the replication of significant special projects that could sell the product on a cost recovery basis. At this meeting, she was given the mandate of developing an overarching construct for the classification of 353 projects. A Focus panel meeting was set for Midwinter Conference, the agenda being to review the validated projects, explore an overarching construct for classifying 353 projects, and brainstorm ideas for standardizing Pennsylvania's procedures for transferring validated projects.

On the positive side, the Focus panel made the following recommendations regarding standard classification of products/practices, establishment of a standard bookshelf of significant products, utilization studies and the repackaging of promising practices at the February 4, 1997 meeting.

- Standard Classification Of Products/Practices. Panel members spent the first half of the meeting considering several matrixes that would accommodate a classification system based on the concept of research, models, resources, and curriculum. It was a group decision that the goal was to make the classification understandable to the practitioners in the field of adult basic education and that these definitions were not categories that were easily used or appropriate. It was decided that the old categories would be used as standard classification of products and practices. These categories are as follows:

  1. Assessment
  2. Counseling
  3. Curriculum (Reading, Mathematics, history, etc.
  4. Employability/Workplace
  5. ESL
  6. Family Literacy
  7. Life Skills (coping skills/survival skills)
  8. Program Improvement (recruitment/retention, etc.)
  9. Special Populations (family literacy, corrections education, etc.)
  10. Staff Development and Research

- A Standard Bookshelf of Significant Products. The panel considered and made recommendations regarding a standard bookshelf of significant products that should be on the shelf of every program and PDC. Examples of these are the Administrator and Staff Handbooks, Focus and Freebees. Further discussion time is needed to identify appropriate products from Pennsylvania and other states and to identify a source of funding and/or a method of production to purchase/replicate these products and distribute them to PDCs and local programs.

- Utilization Studies and Repackaging of Promising Practices. It was determined that PDCs and other agencies need to take responsibility for transferring selected products/practices to local programs. Noting that different types of models exist for transferring 353s, the panel stated that **the most important step for the upcoming year would be to state the variety of ways of transferring projects**. Recognizing that within each region of the state there exists different strengths and interests that could be used in evaluating and utilizing projects, it was also recommended that **Pennsylvania needs to validate and document the impact of 353 projects in the field**.

On February 27, 1997, the project director published the above report of the recommendations of the Focus Panel at Midwinter Conference, with the following addendum entitled Transfer of Promising Practices.

Taking into consideration the recommendations of the Focus Panel at Midwinter Conference, four significant projects illustrating different models of transfer will be included as addenda mini-grants in the FY1997-98 Focus on Promising Practices project, namely:

a. *Pennsylvania Government*, the revision, simplification, and repackaging of a curriculum for ABLE learners (maximim of $4,000 to provide).

b. *Kids First*, the transfer of an out-of-state workshop and curriculum designed for an ABE classroom to an ESL or single parent audience (maximum of $1,000 to provide)

c. *Participatory Staff Development*, the transfer of a staff development system to a PDC (maximum of $1,000 to provide).

d. *Project Re-Entry*, the transfer of a recruitment process from a GED program to a competency-based diploma program (maximum of $1,000 to provide)

On the negative side, the FY1997-98 Focus special project grant proposal did not provide a clear rationale for including these four transfer projects (costing a maximum of $7,000) as addenda mini-grants in the FY1997-98 *Focus on Promising Practices*. The Bureau of ABLE eliminated them from the grant and the 353 review team criticized Focus for placing too much emphasis on publicizing special projects and too little emphasis on actively disseminating products despite the fact that the proposed mini-grants were designed to test a variety of ways of transferring projects, as recommended by the Focus panel.

E. PROJECT EVALUATION

Project Evaluation - The Reader Survey: The May *Focus* Bulletin contained a Reader Survey (See Appendix B). The survey netted about a 6% return with 58% of those responding coming from Pennsylvania and the remainder from the states of Arizona, Arkansas, Connecticut, District of Columbia, Florida, Georgia, Hawaii, Illinois, Kentucky, Massachusetts, Nebraska, Nevada New York, Tennessee, Texas and Virginia. Readers showed a wide diversity in their positions and responsibilities.

1. *Reader Statistics.* Fifty-five percent of respondents stated they were administrators or project directors. Some 15% were instructors and 4% were counselors, representing the highest response from practitioners since this survey was initiated in 1984. Of those involved in staff or curriculum development, 9% considered themselves trainers, and 16% listed staff or curriculum development duties among their responsibilities. Among the 8% who listed responsibilities in the Other category, two were involved in research and development, one was a reading specialist and one a librarian who circulated Focus to the staff at her institution. The 7% over 100% in this category is reflective of the multiple duties often assumed by adult educators.

Twenty-five percent of the respondents came from Local Educational Agencies compared with 42% from Literacy Councils or community based organizations indicating a strong shift in the base of Focus readership in Pennsylvania, perhaps indicative of a shift in program sites and emphasis. The remainder listed colleges and universities (10%), institutions (6%), the private sector (2%) and federal agencies, state education departments or state/regional resource centers (15%).

Forty-four percent of all respondents identified ABE/GED funds as their major source of revenue. 33% cited Pennsylvania's Act 143 funds; 17% received JTPA or welfare money. 4% had funding from

the private sector, 40% cited federal or state funding and the remainder, and 26% cited other sources of state funding.

2. *Reader Interests*. When asked rate the five *Focus* issues as to the topics that were most interesting and useful to them, program improvement was a clear favorite followed by staff development. Curriculum, technology and family literacy were close behind with was less than .27 separating them. Comments such as *"All useful," "They were all interesting," and "These are impossible to rank. They're all 1s,"* indicates the range of interest in all areas.

3. *Focus Effectiveness Rating*. A four point rating scale was used to evaluate the *Focus* Bulletins with 0 as the lowest possible rating and three as the highest. A comparison of the *Focus* 1996-97 ratings with previous *Focus* evaluations shows consistency over time. Out of a possible 15 points in five areas, *Focus* 1996-97 received an average score of 13.8 or a 92% percent favorable rating, exactly the same percentage as last year.

TABLE I: FOCUS RATINGS 1984-1997

CHARACTERISTICS	1997	1996	1994	1992	1990	1988	1986	1984
Understandable	2.8	2.8	2.6	2.7	2.7	2.7	2.7	2.8
Organized	2.9	2.8	2.7	2.6	2.7	2.7	2.6	2.8
Informative	2.8	2.9	2.7	2.8	2.9	2.7	2.7	2.8
Interesting	2.7	2.7	2.7	2.6	2.7	2.6	2.6	2.6
Useful	2.6	2.6	2.5	2.6	2.7	2.6	2.5	2.3
TOTAL	2.79	2.76	2.64	2.66	2.74	2.66	2.62	2.66

4. *Clearinghouse Records and Project Director Reports.* In publications, as in any product, the real test of effectiveness is: Does it meet the function for which it was intended? In Focus' case, survey respondents indicated that they had requested 64 special projects: 49 from AdvancE and 29 directly from local project directors. A readout of current records lists 56 special projects featured in Focus were borrowed from AdvancE while The Western Adult Literacy Center lists 24 requests for projects. Responses to the *Featured Special Project Provider Questionnaire* (See Appendix A) are still coming in. Those received to date indicate an average of eight inquiries per agency. When asked about inquiries, one director noted: *"We always get very interesting requests that generate thought and discussion,"* and another stated: *One inquiry came from our State Literacy Resource Center that did not have a copy."* When asked about any benefits resulting from their project's exposure in Focus, one project director replied: *"I was asked to do presentations on the projects at the Pro-Net Conference in San Diego and the TESOL Conference in Seattle."*

5. *Reader Comments*. The following comments by *Focus* responders provide a rough idea of the various reasons *Focus* has remained valuable to ABLE practitioners for over 12 years.

> It's really a good newsletter, Sherry. Always interesting; always well written. **Tom Valentine, University of GA, Director of Staff Development for Georgia**
>
> Excellent. Great NY projects as well as PA
>
> The layout and organization of Focus is attractive and easy to read.
>
> I have found the Project information very interesting and useful. The May issue described several well executed projects that I am looking into from NY and Washington. A to the staff and Sherry Royce
>
> Please keep me on the Mailing List . **International Center for the Disabled**.
>
> This is a terrific publication. It's great to know that all the hard work done for the grants can be utilized by others.
>
> Excellent, concise, addresses issues faced by adult education, , family literacy, workplace, welfare literacy volunteers.
>
> This is a good resource for effective approaches, programs, etc. Thanks.
>
> I've always found the information in FOCUS to be very helpful.
>
> Your Focus publication is very helpful. I sent a copy of one issue to a colleague in North Carolina.
>
> You are doing a great job.
>
> I am new to the job of coordinator ABLE. The May issue was the first one I received and I would like to make sure I am on your mailing list for upcoming issues.
>
> FOCUS helps me to better understand the many fine adult education activities in PA. Also, it might interest you to know that I track ABE activities across the country. The reason I do this is to keep KET current and this information helps me in product development. **Bill Wilson, Kentucky Educational Television**
>
> Thank you for keeping us on your mailing list. Good information.
>
> I would like to know more about Texas' 353s. We know about some, but not about others. Did you ever get anything from Texas? I really like what you do with 353 projects. Sometimes, we would like to reference some of the material in our own newsletter, but hesitate to do so. Will this information eventually be accessible via a WEB page? **Don Seaman, Texas A&M**
>
> Focus is very helpful to us.

Questions raised by practitioners included:

> Several times when I would call the contact number that person had moved on and no one was able to give me information on the project. Perhaps prior to sending out the FOCUS Bulletin, verify phone numbers. Thanks!
>
> Nice but please include more workplace literacy/workforce development.
>
> I would love to receive a single PDE funded newsletter with existing special interest newsletters included as single page removable and filable inserts. Crammed 3-column pages are difficult to assess quickly and impossible to clip and file. **Dick Detwiler IVOC**

Better information on how to obtain the resource. I have encountered out-of-date contact names or phone numbers. Some idea of cost, availability would save readers and organizations time in sorting serious callers. That is, if cost is very high, some programs/organizations wouldn't call in the first place. I have ordered/requested some of the materials which were reviewed. Sometimes the contact information is incomplete. Would like price, physical format, Federal ID# of seller.

Of the 6 projects I requested information on from AdvancE or other state's clearinghouses, I only got one. Very poor or very slow followup. **Connecticut Staff Development Center**.

F. PROJECT DISSEMINATION

Focus on Promising Practices is a dissemination project and relies heavily on support from and coordination with ABLE leaders in Pennsylvania and throughout the nation in order to receive and pass on information about exemplary and significant special projects. One such example of coordination efforts across agency lines is the State Library's handling of the distribution of Focus Bulletins to all libraries in Pennsylvania by enclosing them in their regular Library Mailing.

The Focus editor keeps in contact with a national network of literacy experts. In addition, she receives and reviews newsletters, bulletins, and journals from such diverse sources as the US Department of Education, Adult and Continuing Education Today, Literacy Volunteers of America, and various state and national adult education associations.

Focus Bulletins are mailed five times a year to administrators and staff of all PDE Bureau of ABLE programs and special projects, ABLE special task forces, and the Pennsylvania Department of Labor Single Point of Contact (SPOC) agencies. Focus Bulletins are sent to members of post-secondary educational institutions, public housing authorities, and community-based organizations dealing with ABLE clients. Focus Bulletins are also disseminated to state and national ABLE clearinghouses and all State Department of Education (SDE) Adult Basic Education directors, as well as all state legislators, public libraries and adult education advocates in the Commonwealth.

Five copies of this final report will be filed with the Bureau of ABLE.

APPENDIX A

FOCUS EVALUATION WORKSHEET State/PA Project #_____

Project Name: **Project Year:** **Federal $:**

I. Identify project components:

☐ **Final Report** ☐ **Curriculum** ☐ **Video/Tapes** ☐ **Manual**

☐ **Other:** _____

II. Identify audience to whom the project is addressed or would benefit most from its dissemination.

☐ **Administrators** ☐ **Teachers** ☐ **Tutors** ☐ **Counselors** ☐ **Trainers**

☐ **Learners** ☐ **Others** _____

III. What are the major strengths of the project/products?

IV. What are the major weaknesses of the project/products?

V. Recommendations for Use: (Can the whole project, product, or parts of it be easily adopted/adapted for use by other ABLE programs/agencies?)

VI. Comments (project, products, final report):

Reviewer's Initials _____ **Date of Review**_____

FOCUS EVALUATION WORKSHEET

Project Director:_____ Telephone:_____

Agency:_____Address:_____

	SELECTION INDICATORS I = Innovation E = Effectiveness A = Adaptability FR = Final Report	Special Project	Mini Grant	Out of State Project
I-1	Addresses priority; Improved materials/strategies			
I-2	Model for an important need			
I-3	Creative use of resources			
I-4	Significant addition to the field			
E-1	Objectives clearly stated			
E-2	Outcomes clearly described			
E-3	Content appropriate for target population			
E-4	Intended use of materials/strategies identified			
E-5	Materials/processes linked to outcomes			
E-6	Participant changes described			
E-7	Effectiveness documented			
E-8	Evaluation component documented (third party, review panel, user survey)			
A-1	Little administrative time needed to adapt			
A-2	Little staff training needed for adoption by another agency			
A-3	Overall cost efficiency (usable by small agencies)			
A-4	Overall transferability (ability to duplicate materials, processes)			
A-5	Parts usable			
A-6	Adequate instruction for using Product/Process			
FR-1	Conforms to PDE directions (order, contacts, all components included)			
FR-2	Organization (table of contents, headings, time lines, bibliographyographies)			
FR-3	Complete description of products produced			
FR-4	Appearance (layout,, spelling, grammar, quality of copy and packaging)			
FR-5	Readability (Report, materials clearly written, concise, informative)			

SUMMARY OF RATINGS

I 0 1 2 3 4 5

E 0 1 2 3 4 5

A 0 1 2 3 4 5

FR 0 1 2 3 4 5

Instructions: Rate products, processes and final report by placing a rating number in the appropriate box in the grid with 0 being non-applicable, 1 being lowest and 5 representing the highest quality. Average the numbers in each category (Innovation, Effectiveness, Adaptability, and Final Report) to arrive at the Summary of Ratings. The Total Rating is an Average of the Summary of Ratings.

TOTAL RATING:

Q&A REGARDING 353 PROJECTS and THEIR DISSEMINATION

Please check yes, no, or NA if you do not have a strong preference

	Y	N	NA
1 PDC's should initiate the dissemination of projects/products to programs			
2 Programs should request transfer of projects/products of interest to them			
3 All programs in a PDC region should receive 353s deemed exemplary			
4 Some 353s are better suited to large programs, others to small programs			
5 Dissemination of 353s should include training by project developers			
6 Exemplary programs/products from other states should be disseminated			
7 Projects/products should be re-evaluated/retested before dissemination			
8 I am mainly interested in the transfer of projects concerned with process			
9 I am mainly interested in the transfer of projects with usable products			
10 I am mainly interested in staff development projects			

Rank order of preference for early transfer of 353s to support:

Learners	
Technology, Learners	
Parent Knowledge & Skills, positive attitudes toward family, health	
Worker Knowledge, Skills, positive attitudes toward job, awareness of opportunities, expectations	
Student Knowledge, basic skills & demonstration of new skills	
Student Attitudes and Behavior, attendance, retention, self-esteem, etc	
Staff	
Technology, Staff	
Staff Knowledge and Skills	
Staff Attitudes and Behavior, positive changes in expectations, instructional methods, multicultural awareness	
Program	
Recruitment Strategies	
Sound Adult Education Practices (administration, instruction, materials)	
Systematic Assessment and Evaluation Practices	
Appropriate Technology	

☐ I would be interested in working with the FOCUS Task Force to develop procedures for identifying exemplary projects suitable for adaptation by Pennsylvania's ABLE programs and recommending any necessary assessment, revision and/or packaging prior to dissemination by the professional development centers.

NAME _____

FOCUS VALIDATION WORKSHEET Part 2 State/Project _____

Project Name: **Project Year:** **Federal $:**

Program: **Project Developer:** **Phone:**

I. Identify project components:

☐ Final Report ☐ Curriculum ☐ Manual ☐ Learner Text(s) ☐ Video ☐ Tapes ☐ Computer Software

☐ Other: _____

II. Identify audience to whom the project is address or would benefit most from it.

☐ Administrators ☐ Teachers ☐ Tutors ☐ Trainers ☐ Learners

III. What is the primary focus of this resource?

Professsional Development:

Instructional Area: ☐ Materials ☐ Training ☐ Research/Program Improvement

☐ Assessment ☐ Basic Skills (**specify content area(s)** _____

☐ Computer Skills ☐ Diploma ☐ ESL ☐ Lifeskills ☐ *LD ☐ Parenting ☐ Career Prep

☐ Other: _____ *Learning Differences - Adults with Special Needs

IV. List the major strengths and weaknesses of the project.

V. Recommendations for Use (Can components of this project be implemented as promising practices or adapted for use by other ABLE programs/agencies?)

VI. **Previous Projects:** Is this project still viable? If not, is it significant enough to be worth updating?

 Reviewer's Initials _____ **Date of Review** _____

	SELECTION INDICATORS FOR REVIEW AND VALIDATION OF PREVIOUS EXEMPLARY	Previous Out of State Exemplary Projects	Previous PA Exemplary Projects
	Innovation		
I-1	Model for an important need		
I-2	Improved materials/strategies		
I-3	Creative use of resources		
I-4	Uses appropriate technology		
	Effectiveness		
E-1	Objectives clearly stated		
E-2	Outcomes clearly described		
E-3	Content appropriate for target population		
E-4	Intended use of materials/strategies identified		
E-5	Materials/processes linked to outcomes		
E-6	Participant changes described		
E-7	Effectiveness documented		
E-8	Evaluation component documented (third party, review panel, user		
	Adaptability		
A-1	Little administrative time needed to adapt		
A-2	Little staff training needed for adoption by another agency		
A-3	Cost to adapt not prohibative (usable by small agencies)		
A-4	Overall transferability (ability to duplicate materials, processes)		
A-5	Parts usable		
A-6	Adequate instruction for using Product/Process		
	Final Report		
FR-1	Conforms to PDE directions (order, contacts, all components		
FR-2	Organization (table of contents, headings, time lines, bibliographies)		
FR-3	Complete description of process and products produced		
FR-4	Appearance (layout, spelling, grammar, quality of copy and		
FR-5	Readability (Report, materials clearly written, concise, informative)		
	Significance		
S-1	Models sound adult education practices		
S-2	Has potential for use with a broad range of adult education		
S-3	Can be used by/for practitioners with varied levels of expertise in the		
S-4	Has produced no negative side effects.		
S-5	Positive results are likely to be reproduced elsewhere		

I 0 1 2 3 4 5

E 0 1 2 3 4 5

A 0 1 2 3 4 5

FR 0 1 2 3 4 5

Total Rating

S 0 1 2 3 4 5

SIGNIFICANCE

Instructions: **Rate products by placing a rating number in the appropriate box in the grid with 0 being non-applicable, 1 being lowest and 5 representing the highest quality. Average the numbers in each of the first four categories (Innovation, Effectiveness, Adaptability, and Final Report) to arrive at the Total Rating. If the Total Rating is above 15, complete the Significance category.**

UTILIZATION OF VALIDATED PROGRAMS PROJECT TITLE	PROGRAM # or STATE	Delivery Level			Program Type			Areas of Staff Development Packets in Process							
		A	B	C	D	E	F	G	H	I	J	K	L	M	E

UTILIZATION OF VALIDATED PROGRAMS Project Title	PROGRAM # or State	COMMENTS:
27		28

FOCUS on Adaptation

READER SURVEY FORM

Please take a few minutes to complete the following survey.
Return it to Dr. Sherry Royce, 1938 Crooked Oak Drive, Lancaster, PA 17601 by June 6, 1997.
FAX #: 717-560-9903

(circle one)
READER'S MAIN RESPONSIBILITY:
Administration Instruction Counseling Training Curriculum Development Staff Development

Other: _____

ORGANIZATION:
Local Ed Agency Literacy Council Community College College/University Institution
Business/Industry Union Private Sector Community-Based Organization

Other: _____

MAIN FUNDING SOURCE:
ABE/GED PA ACT 143 State Funds Foundation Private Sector JTPA Welfare
Other: _____

I received the following issues of FOCUS:

(check the months received)

Please rank the issues from 1-6 in order of preference

		RANK
___	January 1997	
___	February 1997	
___	March 1997	
___	April 1997	
___	May 1997	
	Curriculum	___
	Technology	___
	Family Literacy	___
	Program Improvement	___
	Staff Development	___

(how many)
I requested information about _____ 353 project(s) from: **AdvancE or other State's Clearinghouse**
I requested information about _____ 353 project(s) from: **PA or other State's Project Director**

In general FOCUS Bulletins were:

	(Circle your Rating) Excellent			Poor
Organized	3	2	1	0
Informative	3	2	1	0
Understandable	3	2	1	0
Interesting	3	2	1	0
Useful	3	2	1	0

I would be interested in: (Please check if interested)
___ Receiving information about PA's 353 projects ___ Receiving information about other state's 353 projects

(Please turn over: Your comments would be appreciated)
Out-of-State Readers who wish to remain on the FOCUS mailing list must either include their names and addresses under comments or send a separate request to Sherry Royce at the above address.

Mail or fax to Dr. Sherry Royce, 1938 Crooked Oak Drive, Lancaster, PA 17601
Tel: 717-569-1663 Fax: 717-560-9903

FOCUS BULLETINS 1996-97

Featured Special Project Provider Questionnaire

NAME:		DATE:	
PROGRAM:		PHONE:	
		FAX:	
ADDRESS			
PROJECT		# INQUIRIES	
COMMENTS about Inquiries			

Did the exposure given to your project in FOCUS Bulletins result in any recognition or benefit to your organization at state, local or national level? If so, please describe below.

Did you or any members of your staff inquire about other projects featured in FOCUS?

Yes _____ How many?_____ No _____

Signature:_____

Thank you for completing this questionnaire Sherry Royce

APPENDIX B

Focus Panel Review Meeting

AGENDA

PDE HARRISBURG
November 20, 1996
12th Floor Conference Room

A	Coffee and donuts	9:30 - 10:00 am
B	Focus Review - Assumptions and Objectives 1) Review of new materials for Focus Bulletins 2) Identification of Significant Resources of value to the Training Development Program	10:00 - 10:45 am
C	Small group meetings: Technology, Special Populations (Learning Differences), Family Literacy, Program Improvement, Curriculum	10:45 am - 12:30 pm
D	Working Lunch	12:30 - 1:00 pm
E	Panel Review Presentation of Significant New Projects Listing of Significant Previous Projects	1:00 - 2:30 pm
F	Discussion: Procedures for Determining and Packaging Projects/Components of Projects in support of the Training Development Program	2:30 - 4:00 pm

Focus Panel Review Meeting

AGENDA

Hershey Convention Center
February 4, 1997
Cocoa Room #6

A. **Standard Classification of Products/Practices** 3:30 - 5:00pm

How do we define specific categories of significant resources so that we can make determinations as to best use?

Differentiate between a resource, a model, a tool. Where do the following items fit: research, curriculum? Are there better overall categories?

What dissemination effort best fits each category? (i.e. Summer workshops, digests, mentoring, designated utilization studies, etc.) Which category requires the least effort to transfer? Which category has the best payoff and deserves concentrated effort? What changes must be made in order to facilitate these new dissemination efforts?

B. **A Standard Bookshelf of Resources** 5:00 - 6:00 pm

What significant projects/products should be housed in every program and PDC?

(i.e. Administrators, Staff Handbook, Focus, Freebies, PA Government, other possibilities the no revision list, others recommended)

How do we encourage local administrators/staff to make use of these resources?

What do small programs see as basic needs for professional development? How do these compare with the EQuAL programs and PDCs that completed the 353 transfer survey done by Focus this year?

C. **Utilization Studies and Repackaging of Promising Practices** 6:00 - 6:30 pm

How can the PDCs (other agencies) take responsibility in 1997-98 for transferring selected significant products/practices to local programs?

Which products/practices were you as a PDC director responsible for or familiar with that you would be willing to test in other sites or with other populations as part of utilization studies next year?

1996 Exemplary Projects

		CURRICULUM		
PA	Exemplary	Entrepreneurial Training	PSU College of Education ISAL	Sheila Sherow
TN	Exemplary	You Work Hard for Your Money	Nashville READ	Carol Thigpin
CA	Exemplary	How to Vote Series	Santa Clara Library	Mara Wold
FL	Exemplary	Curriculum for the Adult Beginning Reader	Leon County Schools	Barbara Van Camp
WA	HM	Conchita and Phan: Life Skills Reader for ESL	Whatcom Community College	J Warwick

State	Rating	TECHNOLOGY ISSUE	Program Site	Project Director
PA	Exemplary	Project Network	Northampton Community College	Manuel Gonzalez
PA	Exemplary	ESL On-Line	Lancaster-Lebanon IU 13	Sandy Strunk
PA	HM	Trainer of Trainers Laser Disk &Manual	Interactive Images	John McElwee
PA	HM	Advancing Basic Skills	Lehigh Carbon County Literacy	Lauren Giguere
FL	Exemplary	Technological Aids in Ad Beginning Reader Classroom	Leon County Schools	Barbara Van Camp
NY	Exemplary	Action Research Professional Dev - On Line	TC Center for Adults	

		STAFF DEVELOPMENT		
PA	Exemplary	Focus on Networking	Royce & Royce, Inc	Sherry Royce
PA	Exemplary	Project AXIS: Administrators Handbook	New Educational Projects, Inc	Tana Reiff
PA	Exemplary	PA Ad. Literacy Practitioner Inquiry Network	University of PA	Akusa Bekzer
PA	Exemplary	Action Research	PSU at Monroeville	A. Quigley
NY	Exemplary	Introduction to Teaching Adults	U of the State of New York	
WA	Exemplary	Learning to Learn with Style	ABLE Network of Washington	Lynne Sampson

		FAMILY LITERACY		
PA	Exemplary	Model Family Literacy Program 98-6002	Center for Literacy	JoAnn Weinberger
PA	Exemplary	Parents and Pre-Schoolers: Housing Authority Program	Greenville Literacy Council	G. Rettinger
PA	HM	Institutionalizing and ESL Family Literacy Program	Adult Lit Ctr of the Lehigh Valley	L. McCrossan
CA	Exemplary	FATHERS	California State Library	Carol Talan
NY	Exemplary	Education for Homeless Adults: Part II	Center for Family Resources	Sharon Masrour

		PROGRAM IMPROVEMENT		
PA	Exemplary	Building a Citywide Network: Cross Training	Mayor's Council on Literacy	Rose Brandt
PA	Exemplary	Project Achieve	Cumberland Valley SD	Sam Gruber
PA	Exemplary	Follow-Up Options	TIU Adult Ed and Job Training	Carol Molek
PA	HM	Adult Education School to Work	Northwest Tri County IU	Rich Gacka
OH	Exemplary	Beyond Ourselves	CETE, OSU College of Education	Susan Imel

BEST COPY AVAILABLE

MIDWINTER FOCUS MEETING

February 4,1996

NOTES

A meeting of the Focus Committee was called to order at 3 30 in Cocoa Room 6, of the Hershey Lodge, Hershey, PA Present were Sherry Royce, Ella Morin, Helen Hall, Cheryl Harmon, Edie Gordon , Carol Molek, Sandra Strunk, Rose Brandt, Carol Goertzel, Bootsie Barbour, Jeff Woodyard, Linda McCrossan, and Joan Leopold

A Standard Classification of Products/Practices - The group spent the first half of the meeting discussing in depth the concept of an "overarching classification" or schema for 353 projects which would allow developers to design utilization studies, repackage promising 353s, and develop a system to look at the who, what, where, when and how of Pennsylvanian's bookshelf of 353s That is, who is using 353s, what should they be using, what type of 353 is currently being used, how can 353s can be best used, and where should they be housed

This was an arduous task, although a necessary process, that involved discussions of the concepts of curriculums, research, models, and resources Several matrixes were designed in an attempt to accommodate these concepts It was a group decision that the goal was to make the classification understandable to the practitioners in the field of adult basic education and that these definitions were not categories that were easily used or appropriate

It was decided that the old categories would be used as the standard classification of products and practices These categories are as follows

1 Assessment
2 Counseling
3 Curriculum (Reading, Mathematics, history, etc.)
4 Employability/Workplace
5 ESL
6 Family Literacy
7 Life Skills (Coping skills/Survival Skills)
8 Program Improvement (Recruitment/Retention, etc.)
9 Special Populations
10 Staff Development (Research)

B Standard Bookshelf of Significant Products - It was recognized that there are significant products that should be on the shelf of every program and PDC Examples of these are the Administrator and Staff Handbooks, Focus, and Freebies In order to identify others, as well as significant out-of-state projects, each member of the committee will submit a list of the projects they feel are important to Sherry Royce

Different ideas were discussed as to how to encourage local programs to make use of the 353 resources. The question of mandating the use of 353's was brought up. Other suggestions centered on giving mini-grants for replication of a project. These grants could be given to an agency or through a PDC. The problems of guidelines and budgets were discussed as issues to be decided at a state level.

C Utilization Studies and Repackaging of Promising Practices. PDCs and other agencies need to take responsibility for transferring selected products/practices to local programs. In talking of transferring 353s, it was noted that different types of models existed, i.e. replicating curriculum and implementing research.

The most important step for the upcoming year would be to state the variety of ways of transferring projects, recognizing that within each region of the state exists different strengths and interests that could be used in evaluating and utilizing projects.

PDCs working with an agency could be a starting point for evaluating and repackaging important 353 projects. This was one model that was felt to have promise. It was reported that on a national level 353s have nor received a good evaluation. Pennsylvania needs to validate and document the impact of 353 projects in the field. Accountability and using a good system of evaluation is most important.

Submitted by Bootsie Barbour
2/25/97

****

Transfer of Promising Practices

Taking into consideration the recommendations of the Focus Panel at Midwinter Conference, four significant projects illustrating different models of transfer will be considered as addendum to the FY1997-98 Focus on Promising Practices, namely:

1. *Pennsylvania Government* (revision, simplification, and **repackaging of a curriculum** for ABLE learners).
2. *Kids First* (**transfer of an out-of-state workshop** and curriculum designed for an ABE classroom to an ESL or single parent audience)
3. *Participatory Staff Development* (**transfer of a staff development system** to a PDC).
4. *Project Re-Entry* (**transfer of a recruitment process** from a GED program to a competency-based diploma program).

Sherry Royce
2/27/97

Significant Special Projects

AREA	TITLE
Assessment	Learner-Centered Alternative Assessment Of Student Progress
	Meeting The Needs Of The Low Level Adult Reader
	Modified Assessment For Adult Readers
	OIC Curriculum Guide
	Portfolio Assessment
	Project Drop In
	Special Delivery Systems
	Collective Wisdom - Ohio (Special Needs Assessment)
Curriculum	
Civics	Pennsylvania Government
Geography	Don't Know Much About Geography
History	Silent No More
Math	GED Teachers Guide For Non-Math Teachers
	Massachusetts Math Standards
	Math Employment
Workplace	Project Tune-Up
Family Literacy	Family Advocacy: The Parent Professional Team
	Family Literacy: An Intergenerational Approach To Learning
	Kids First A Seminar For Divorcing Parents - Florida
	Parent-Student Study Skills Connection
	Parenting Resource Book
	Parenting Skills Through Chilren's Literature
	Self-Esteem For Parenting
	Senior Adult Learners Curriculum And Resource Guide - Florida
Learning Differences	Adults With Learning Disabilities Summer Institute
	Helping Adults Learn
	Retaining The LD Learner - Maryland
	Sharing Literacy Models: Deaf Adults, Deaf Children, And Their Families
	Visually Impaired & Adult Education Handbook
Recruitment	Literacy Awareness Through Improvisation
	National Ed Goal #6: Marketing The Goal
	Project Enactment
	Project Re-Entry
	Word Of Mouth Recruitment
	Written Recruitment Plan, A
Research	Alternative Assessment Measures In ABE Programs
	Improving Retention In ABE
	Research Distilled
Staff Development	1994 ABLE Curriculum Guide, The
	Education For The Homeless
	ABLE Sampler: Professional Development Guide For Literacy Practitioners
	Participatory Staff Development
	Freebies For Able
	Project Pal Resources
Technology	Assessing The Need & Accessibility Of Distance Education
	Computer Assisted Everyday Basic Skills
	New Technologies For ABE/GED
	Program Management By Computer

Significant Special Projects That Need No Revision

AREA	TITLE
ASSESSMENT	
Special Needs	Collective Wisdom - OHIO
CURRICULUM	
Civics	Pennsylvania Government
Geography	Don't Know Much About Geography
History	Silent No More
Math	Massachusetts Math Standards - MASS
FAMILY LITERACY	Family Literacy: An Intergenerational Approach To Learning
	Kids First: A Seminar for Divorcing Parents - FLORIDA
	Seniors Adult Learners Curriculum - FLORIDA
	Sharing Lit. Models: Deaf Adults, Deaf Children & Their Families
RESEARCH	
Retention	Improving Retention In ABE
Assessment	Alternative Assessment Measures In ABE Programs
STAFF DEVELOPMENT	
Curriculum	1994 ABLE Curriculum Guide, The
Homeless	Education For The Homeless - NEW YORK
Multiple Areas	ABLE Sampler: Professional Dev. Guide For Lit Practitioners
Multiple Areas	Participatory Staff Development
Multiple Areas	Research Distilled
Resources	Freebies For ABLE
TECHNOLOGY	New Technologies For ABE/GED

able
Special Project

This Issue:
CURRICULUM

FOCUS Bulletin

JANUARY 1997 VOLUME 11, NUMBER 1

Featured Projects: Entrepreneurial Training Center: A School to Work Transition Model for Out-of-School Adult Learners—p.**1** • Curriculum for the Adult Beginning Reader: Level 0-3—p.**2** • You Work Hard for Your Money: Video and Curriculum Guide—p.**3** • The How to Vote Series: Teachers Guide and Student Manual—p.**3** • Conchita and Pham: A Multi-level ESL Reader—p.**4** • ESL 'Still Winners'—p.**4**.

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education and rated according to the following criteria:

INNOVATION:
- Addresses major priorities.
- Creative use of resources.

EFFECTIVENESS:
- Objectives and outcomes are clearly stated.
- Materials are linked to results.
- Content is appropriate for the target audience.

ADAPTABILITY:
- Reports and/or curricula are clearly written.
- Little staff training is needed.

FINAL REPORT:
- Complete description of all products included.
- Readable, well-organized and well-presented.

ON A FIVE-POINT SCALE:
5 / Excellent • **4** / Superior • **3** / Good

PENNSYLVANIA PROJECTS MAY BE BORROWED FROM:
- AdvancE
  Pennsylvania Dept. of Education
  333 Market St. 11th Fl.
  Harrisburg, PA 17126-0333
  Phone (from PA): (800) 992-2283
  Out of state: (717) 783-9192
  Fax: (717) 783-5420

- **When requesting a project,** please refer to its name and number.
- **Out-of-state projects** may be requested from the project director or State Literacy Resource Center as listed in the contact.

Sherry Royce
FOCUS Editor
Tana Reiff
FOCUS Format

Project of Special Note

Entrepreneurial Training Center: A School to Work Transition Model

Project #98-6005 **Date:** 1996
Agency: Penn State University, Institute for the Study of Adult Literacy, 102 Rackley Bldg., University Park, PA 16802
Training Director: Roberta Scrimshaw, Clinton Co. Training
Contact: Dr. Sheila M. Sherow **Phone:** 814-863-3777

DESCRIPTION OF PROJECT

The Entrepreneurial Training Center (ETC) of Pennsylvania State University (PSU) designed and delivered a school-to-work transition program designed to equip adults in an isolated rural region of western Pennsylvania with the skills necessary to obtain, maintain, and advance in a job. The major thrust was to encourage the development of small businesses by teaching aspiring entrepreneurs how to start and manage a business and how to use a computer as a business tool.

The ETC course met three evenings a week at a local high school from September to December 1995, and was repeated in the spring semester. The two-hour classes featured workshops on Mondays, computer training on Tuesdays, and guest speakers on Wednesdays. In all, 30 of the 46 adults enrolled throughout the year successfully completed the program.

The final report, which includes a description of the strategies used in program recruitment, delivery, and evaluation, is accompanied by a 232-page curriculum guide and the 68-page Pennsylvania Small Business Operations and Resources Guide.

PROGRAM RESULTS

The program more than doubled expected participants, attracting learners from a broader age span (30 to 75) than anticipated, with higher academic levels and more job experience. All first-semester enrollees had a GED or high school diploma but needed further education and training to pursue their career goals. Generally, they were dislocated workers and underemployed workers who were dissatisfied with their jobs or local employment potential and were interested in developing their own job opportunities.

With the help of course graduates, spring semester participants were recruited from the Women's Center, the Even Start Family Literacy Program, and Public Assistance. Since these learners had very little work experience and several lacked a GED or high school diploma, the focus of the program shifted to basic employability skills.

Program evaluation was conducted via learner interviews and student evaluations. Participants indicated they gained a deeper understanding of personal interests, skills and needs, new employability strategies, realistic education and training goals, and a basic knowledge of entrepreneurship and computer skills. Three participants gained employment or advanced on the job; three are pursuing further education; and five have started new careers, expanded their businesses, or are in the process of developing a small business plan.

Continued on p.2

ETC, from p.1

PRODUCT DESCRIPTION

The curriculum guide, or *ETC Method and Materials Resource Book*, developed as a resource for the workshop presenter, is comprehensive and learner-centered, contains a wealth of information and activities, and incorporates entrepreneurial skills in a job-training context. Its description of preferred instructional methods details adult learning principles and encourages teachers/presenters to address a variety of learning styles; involve learners in interactive discussions and activities; and provide for cooperative hands-on learning, simulations, and mentoring.

This curriculum features the four areas of workforce readiness, as well as entrepreneurship, lifelong learning, and technology in the workplace, and establishes general learning goals for each area. Key concepts are identified for each area and subdivided into relevant topics. For example, one of the key concepts under *Workforce Readiness* is *Job Readiness*. Resources and activities that address *Job Readiness* are presented under the topics of personal interests, basic human needs, educational needs, transferable skills, personal characteristics, and employment attitudes, ethics, and habits.

FOCUS RATING

This project was rated **Excellent** for Innovation, **Superior+** for Effectiveness and Final Report, and **Superior** for Adaptation.

While the project might be more difficult to adapt to an urban setting, with some revision and investigation of local resources and job development availability, it could be used in most ABLE programs.

The description of resources for small businesses is, of course, keyed specifically for Pennsylvanians but could serve as a model for other states interested in compiling a similar directory.

The project's great strength and weakness lies in its curriculum guide, which contains excellent teaching strategies and activities plus more than ample resources for each topic. However, it is very poorly organized—in adult education vernacular: "It's just not user-friendly!" That's nothing that cannot be cured by subdividing and repackaging this valuable resource.

Florida Project of Special Note

CURRICULUM FOR THE ADULT BEGINNING READER: LEVEL 0-3

Date: 1994
Agency: Leon County Schools Adult and Community Education, 3111-21 Mahan Dr., Drawer 106, Tallahassee, FL 32311
Contact: Barbara Van Camp **Phone:** 904-922-5343

DESCRIPTION OF PRODUCT

This resource manual and curriculum for teachers provides a practical framework to help them clarify goals and instructional methodology for adult beginning readers at levels 0-3. Well organized and nicely packaged, this 143-page guide is divided into eight chapters, three appendices, and a reference listing. An Addendum, entitled *Technological Aids in the Adult Beginning Reader Classroom*, will be highlighted in the February Focus Bulletin on *Technology*.

After two introductory chapters, *Strategies for Working with Adult Learners* presents adult learning theory in practical, clear, and concise bites that can be digested easily by new teachers or tutors, such as:

- **All adults can succeed in reading.**
- **Learning to read is a social and a collaborative effort.**
- **The teacher is a coach enabling learners to develop strategies for success.**
- **The learner defines the goals and outcomes of learning and participates in his/her own assessment.**

Chapter 4, *Assessment*, defines assessment and references testing instruments and informal inventories in Appendix C: *Commercial Testing Instruments and Inventories*. It also introduces teacher-made informal inventories. After listing basic readers' priorities for learning to read and providing a simple eight-item background information form, the chapter concludes with a discussion of developing goals, determining prior knowledge, physical problems, and reading prerequisites. It also touches on ongoing assessment and the importance of observation.

Chapter 5, *The Reading Process*, precedes the mainframe unit, *Suggested Content and Sequence of Objectives*. This chapter is divided into units on vocabulary development, structural analysis, comprehension development, and writing development. For each objective listed, there is at least one corresponding activity in Chapter 7 that offers the instructor practical suggestions for teaching the objective. Chapter 8 contains seven sample lesson plans for levels 0-1 to 2-3.

While the anticipated, measurable outcome is reader fluency, this carefully structured series of objectives is not a prescribed, all-purpose program where mastery must be achieved in order to continue. Rather, the objectives serve as guidelines to help learners build on what they have learned in order to progress toward meaning that is important to them.

Appendix A features word lists that include safety words, personal words, picture sign words, and Florida's minimal reading list for grade three. Appendix B provides an annotated listing of 16 basic classroom resources and 35 supplemental materials available from commercial publishers.

FOCUS RATING

This project was rated Excellent for Innovation and Adaptability and Superior for Effectiveness. According to the Focus panel, "This is an exceptional, practical, learner-focused curriculum with clear, specific instruction for teachers. The suggested exercises, materials to utilize, and specific class-by-class curricula are a great strength."

This guide could be used by any tutor or teacher of a mixed-level class or one with students reading at fifth-grade level and below. The philosophy is relevant for all adult learners and could be utilized in general teacher training.

BEST COPY AVAILABLE

YOU WORK HARD FOR YOUR MONEY

Date: 1996
Agency: NashvilleREAD, 421 Great Circle Rd., Ste. 104, Nashville, TN 37228
Contact: Carol Thigpin **Phone:** 615-255-4982

DESCRIPTION OF PROJECT

The *You Work Hard for Your Money* package contains a consumer-education lifeskills video, a teaching manual with handouts and transparencies, and a list of resources for consumer assistance. The importance of this project and product lies not only in the professional quality of its video and print materials and their relevance to low-income ABE and ESL students and their families, but also in the nature of its conception and production.

It was conceived in December 1994 at a daylong statewide Consumer Education Institute sponsored by the Direct Selling Education Foundation of Washington, DC; the Tennessee Department of Consumer Affairs; and NashvilleREAD, a local literacy coordinating agency. A public relations firm, video production manager, college coach, athlete, summer intern, extension service agent, TV consumer reporter, and VISTA volunteers all donated their time and efforts in support of this 353 project.

DESCRIPTION OF PROJECT

The promotional video introducing the series alerts adults to their consumer rights and responsibilities. It stars Pat Head Summitt, a well-known women's basketball coach from the University of Tennessee, and Barry Booker, a former Vanderbilt University basketball star and graduate student at their school of management.

The brochure, *Serving the Undereducated Customer*, is designed to help business and industry be more sensitive and responsive to the needs of customers and clients who may not read or write well.

The consumer manual itself consists of 27 lessons that focus on reading labels, tags, warranties, product and owner's manuals; teach comparison shopping; warn about scams; and offer safety tips. Each lesson includes a list of objectives, the materials needed to teach the lesson, the vocabulary and basic skills that will be taught, and an outline of activities that can be conducted in ABE and family literacy classrooms or by literacy tutors in one-on-one or small-group literacy tutoring situations.

FOCUS RATING

This project was rated **Excellent** for Innovation and Adaptability and **Superior** for Effectiveness. One Focus reviewer called it "the best consumer lifeskills workbook I've seen." The instructions are clear and brief. The exercises are good and it is easy to read. It can be used in all 7 ABE classes as well as with GED students.

HOW TO VOTE SERIES: WORKBOOKS AND TEACHERS GUIDE

Date: 1996
Agency: Key to Community Project, 40 Milpitas Blvd., Milpitas, CA 95035
Contact: Mara Wold **Phone:** 408-262-1349

DESCRIPTION OF PRODUCT

This series contains two workbooks, *How to Vote* and *How to be Heard and Make a Difference*, and *A Teachers Guide*. These practical, easy-to-use workbooks are billed as written *"by students for students."* The *Guide*, written by an ESL instructor and a literacy consultant, states that it is *"based on what students said they wanted to know."*

Like the Tennessee project, *You Work Hard for Your Money*, this project is also the product of broad-based community efforts. Contributors included the Center for Civic Literacy, a county library reading program, volunteers from the local new readers council, a metropolitan adult education program, a city's Second Start classes, and the State Literacy Resource Center, which reproduced the guide.

How to be Heard and Make a Difference! is an inspiring 13-page booklet that describes in words, pictures, and charts how the students at the Oakland Second Start Adult Literacy Program took on the problem of trash in their neighborhood and got results! In the telling of this simple success story, the process of picking a problem, finding out who can help, and taking action is revealed.

The *How to Vote!* workbook, written by students with input from tutors, is clearly labeled "California Edition." Yet the basic principles and student stories it describes would be valid and meaningful for adults in any state. It asks questions such as who can vote, why do people vote, and what are we voting for. It provides definitions of voter vocabulary and explains party registration and the absentee ballot.

The Teacher's Guide contains four lesson plans for each book, a resource listing, and a glossary. Each lesson includes a list of objectives, identifies materials to be used, suggests a warm-up, provides a presentation and practice/evaluation, and includes a "Going Further" section for GED classes.

FOCUS RATING

This project was rated **Superior** across the board. While some of the material is state-specific, it is excellent for promotion of discussion and, as such, can be used with students at any level of reading.

★★★ Focus on the Nation ★★★

The Focus Professional Development Project is funded not only to review and feature Pennsylvania's outstanding 353 projects in *Focus* Bulletins but to highlight exemplary special projects from other states as well. Specific areas pertinent to adult education practitioners featured in 1997 *Focus* bulletins are: Curriculum, Technology, Staff Development, Family Literacy and Program Improvement.

This year 22 projects were selected as exemplary based on a five-point scale for Innovation, Effectiveness, Adaptability, and quality of Final Report. The criteria used to determine these ratings are listed on page 1 of this Bulletin. The highest rating attainable is (5) Excellent, followed by (4) Superior and (3) Good. Five additional projects with outstanding components or products but less than superior scores in any one caterory were accorded an Honorable Mention.

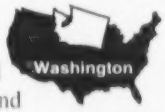
CONCHITA AND PHAM: A MULTI-LEVEL ESL READER

HONORABLE MENTION

Date: 1996
Agency: Whatcom Community College, Bellingham, Washington
Author: Julia Menard-Warwick
Contact: Lynne Sampson **Phone:** 206-344-4489

DESCRIPTION OF PROJECT

This 60-hour life skills curriculum was developed for and field tested with ESL students in mixed classes where skills varied from beginning level to intermediate-advanced level. These adult learners ranged in age from 16 to 70+ and lived in rural and urban areas. Although this small community college serves primarily Mexican and other Hispanic students, Ukrainian, Russian, Vietnamese adults as well as learners from other parts of Europe and Asia attended classes. Panel members recommended *Conchita and Pham* as "easy to read and easy to use." It portrays realistic liteskills situations with typical adult-learner responses and good teacher instructions.



DESCRIPTION OF PRODUCT

The first three units in the 15-chapter, 287-page reader follow the Freirian process of encouraging discussion about relevant topics with emotional impact by presenting adults' fears about returning to school and family situations with "charged" content.

Chapters 4-8 deal with employment issues from job search and interviews to communicating on the job and safety tips. *Emergency!*, Chapter 9, offers vital information on using 911, providing information to the police, and the availability of women's shelters. Other law-and-order and emergency situations are dealt with in Chapter 12, *Car Crash*.

Finding and renting an apartment and household problems are discussed in Chapters 10 and 11, while mental and physical illnesses provide the content for Chapters 13 and 14. *New Year's Eve*, the final unit, reviews the events of the year and ends with upbeat expectations for the future.

CLASSROOM STRATEGIES AND ACTIVITIES

Conchita and Phan relies heavily on small-group instruction and extensive use of volunteer aides and student leaders.

After talking about what they see in a hand-drawn picture, the class breaks into four small groups according to levels 1A, 1B, 2, and 3. Students are given reading materials "on the easy side" with lowest-level learners using a Language Experience approach. Vocabulary review, fill-in-the-blanks, and rereading are usually completed in homogeneous groups while role-play, follow-up discussion, and writing activities may include multilevel partners or groups.

Writing assignments as well as class discussions promote the expression of feelings and encourage the extension of the life-skills concepts taught in the lesson to the student's own situation.

STILL WINNERS

ESL Lifeskills Readers ...

Two other valuable ESL liteskills readers featured in past issues of *Focus* were:

★ Washington State's ***Police, Traffic Tickets and You***, produced by Bobbi Lemme and Terri Donovan of Skagit Valley College. **Contact:** Lynne Sampson. **Phone:** 206-344-4489.

★ A 14-unit ***Adult ESL Curriculum*** written by 21 South Carolina adult-ESL instructors taking a curriculum-design course at the SC Literacy Resource Center. **Contact:** Dianna Deaderick. **Phone:** 803-737-9915.

The FOCUS panel consists of:
Rose Brandt, *Mayor's Commission on Literacy, Philadelphia;* **Bootsie Barbour**, *Northwest Professional Development Center, Erie;* **Carol Goertzel**, *Wawa, Inc., Philadelphia;* **Edith Gordon,** *CIU 10 Development Center for Adults, Pleasant Gap;* **Joan Leopold**, *Harrisburg State Hospital;* **Linda McCrossan,** *Adult Literacy Center of the Lehigh Valley;* **Carol Molek**, *TIU Adult Education and Job Training Center, Lewistown;* ***Sandy Strunk,*** *Southeast Professional Development Center, Lebanon;* **Jeff Woodyard**, *Tri-County OIC, Inc., Harrisburg; and* **Rachel Zilcosky,** *Greater Pittsburgh Literacy Council.*

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Special Project

This Issue:
TECHNOLOGY

FOCUS Bulletin

FEBRUARY 1997 VOLUME 11, NUMBER 2

Featured Projects: ESL Online Action Research—p.**1** • Advancing Basic Skills Through the Use of Online Services—p.**2** • Technological Aids in the Adult Beginning Reader Classroom —p.**2** • Project Network—p.**3** • A Trainer of Trainers Model to Effectively Disseminate Multi-Media Tutor Training Program—p.**3** • ARPD On-Line—p.**4**.

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education and rated according to the following criteria:

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  Pennsylvania Dept. of Education
  333 Market St. 11th Fl.
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  Fax: (717) 783-5420

- **When requesting a project,** please refer to its name and number.
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Sherry Royce
FOCUS Editor

Tana Reiff
FOCUS Format

Project of Special Note

ESL Online Action Research

Project #98-6008 **Date:** 1996
Agency: Lancaster-Lebanon Intermediate Unit 13, Adult Education Program, 1 Cumberland Street, Lebanon, PA 17042
Contact: Sandy Strunk **Phone:** 717-270-2935

DESCRIPTION OF PROJECT

The primary goal of the Online Action Research (OAR) project was to create an infrastructure for supporting and guiding Pennsylvania practitioners through their first practitioner research projects. Five teams of ESL practitioners were linked together at sites throughout Pennsylvania to identify problems, situations, or concerns within their own practices, and use them to carry out research projects.

Ten of 24 applicants were chosen to participate. Of these, three classified themselves as administrators, two as administrator/teachers, and five as teacher/tutors. Only two had any familiarity with the Internet. Two participants identified their technical expertise as "beginning level," six felt they were "intermediate level," and two considered themselves "advanced" computer users.

PRELIMINARY TRAINING

Prior to beginning their individual research projects, all participants met for one day of Internet training and one day of training in practitioner research. The technology training included an introduction to the Internet, America Online, e-mail, and online chats. Each participant was funded to receive ten hours per month of online time through America Online.

The second day of training was devoted to understanding the background, methods, and strategies for engaging in practitioner research. Using the CASAS model, participants were guided in developing research questions, designing and carrying out qualitative and/or quantitative data collection, and implementing evaluation methods for critically assessing the data's relevance to their research questions.

PROJECT RESULTS

Seven participants completed their projects and submitted final reports; one participant was unable to get online due to hardware issues; the remaining two participated but did not bring their individual projects to fruition. The final interviews and reports contain a wealth of data to support the quality and quantity of the research that participants conducted as part of the project. However, the most unexpected and perhaps most valuable outcome was the change in perception reported both for project participants and project administrators. This "soft" result of practitioner research via technology involves participants' awareness of: 1) new ways of perceiving others, 2) new ways of being perceived by others, and 3) new ways of perceiving themselves.

FOCUS RATING

The project was rated **Excellent** for Innovation and Final Report and **Superior** for Effectiveness and Adaptability. This project provides an excellent step-by-step guide to the process of action research. It is practical, reflects sound theory, and contains excellent feedback from participants.

ADVANCING BASIC SKILLS THROUGH THE USE OF ONLINE SERVICES

Project #98-6018 **Date:** 1996
Agency: Lehigh Carbon Community College, Allentown City Site, 609 Hamilton Mall, Allentown, PA 18101-2111
Contact: Dr. Lauren Giguere **Phone** 610-776-1998

DESCRIPTION OF PROJECT

This project developed a curriculum and instructors' guide to advance adult learners' basic literacy, GED readiness, and computer literacy skills by using an online service, specifically America Online. This format encouraged students to transfer math, reading comprehension, and usage skills to everyday life, and to acquire and utilize decision-making and critical-thinking skills.

The project introduced students to computer technology and terminology through a Windows tutorial and lecture, and to America Online via a lecture and hands-on experience. *Instruct*, a DOS-based typing tutor program, was used by students who needed to learn proper keyboard skills. Students also learned Microsoft Word in order to prepare their final reports.

Each student's assignment was to correspond with preselected pen pals from countries such as Japan, Germany, and England and to develop a travel itinerary for a two-week visit to these countries. By accessing America Online, they collected information on hotels, bed-and-breakfast establishments, passports, visas, tourist attractions, car rentals, rail passes, flight schedules, weather, currency exchange rates, and much, much more.

FOCUS RATING

Although the final report didn't indicate the number of students trained or include evaluation results, this minigrant received an Honorable Mention because of its clever use of Internet e-mail. The clear, concise instructions in the hands-on training guide could be adopted easily by other programs. Besides, the students thought it was fun, and so did the Focus panel.

Florida Project of Special Note

TECHNOLOGICAL AIDS IN THE ADULT BEGINNING READER CLASSROOM

Date: 1994
Agency: Leon County Schools Adult and Community Education, 3111-21 Mahan Dr., Drawer 106, Tallahassee, FL 32311
Contact: Barbara Van Camp
Phone: 904-922-5343

DESCRIPTION OF PRODUCT

This addendum to Florida's exemplary *Curriculum for the Adult Beginning Reader: Level 0-3*, which was highlighted in last month's *Focus*, deserves its own review. This 32-page booklet, one of the very few that addresses the use of technology for 0-3-level adult readers, is based upon the following assumptions:

- **At beginning reader level, technological tools are not meant to replace the teacher but rather to aid practitioners in implementing a thoughtful curriculum.**
- **Technology provides the added benefit of teaching individuals to follow directions while learning both keyboarding and computer skills.**
- **Technology is motivational in that it is a "new adult" way of learning and contributes to students' feelings of success and self-esteem.**

This booklet, which was implemented and evaluated by 25 adult education administrators and teachers in five Florida counties, contains chapters on: Types of Technology, Research Findings evaluating the effectiveness of using technology with adult beginning readers, Making Purchasing Decisions for Hardware and Software, and Implementing Technology into the Curriculum.

It includes a comprehensive list of References as well as an Appendix which provides an annotated listing of 55 resources for adult beginning readers. Adult reading levels are provided for all materials listed and in some cases a recommended reading level.

NON-COMPUTER TECHNOLOGY

This project differentiates between computer and non-computer-based technology. Under non-computer-based instruction, it discusses videocassette recorders and television, and lists the pros and cons of these aids in the beginning adult classroom. Furthermore, it suggests video programs specifically designed with beginning adult readers in mind. It cites literacy projects where closed-captioned television has been used successfully to improve understanding and comprehension as learners watch television, hear the dialogue, and read the writing simultaneously.

COMPUTER-BASED INSTRUCTION

The booklet discusses the use of computers and their accompanying software as 1) standalone models for individual use, 2) integrated learning systems combined with computer software, 3) distance learning via modems, and 4) multimedia systems combining interactive videodiscs and computer-based courseware. In nearly every instance, research studies that support the premises and strategies detailed are cited. Software is classified as Drill and Practice, Tutorials, Databases and Spreadsheets, and Word Processors.

An astute summary of the available research discusses technology's impact on adult students. It also defines some cautions to be considered and identifies the need for training practitioners and for evaluating the effect of technology on the literacy development of adults as differentiated from children.

FOCUS RATING

This project was rated Excellent for Innovation and Adaptability and Superior for Effectiveness.

BEST COPY AVAILABLE

PROJECT NETWORK

Project #98-5027 **Date:** 1996
Agency: Northampton Community College, 3835 Green Pond Road, Bethlehem, PA 18017
Project Director: Pedro J. Medina
Contact: Dr. Manuel Gonzalez **Phone:** 610-861-5073

DESCRIPTION OF PROJECT

Project Network is a cooperative venture between adult literacy programs at Northampton Community College (NCC) and Lehigh Carbon Community College (LCCC). Together, they developed a low-cost computer networking system designed to enhance their adult learners' reading, writing, and computer skills, to encourage them to discover their capabilities and potential, and to take pride in their accomplishments.

Twenty-one students at each site received over 100 hours of instruction. In addition to learning basic keyboarding and utilizing online resources, ABE and ESL students learned to work cooperatively. Not only were online communications set up between the two Pennsylvania ABLE programs but additional links were established with classrooms and participants from other countries as well.

At Northampton, the instructor acted as a coach during fieldwork activities. Students worked in groups to write journals, summaries of newspaper/magazine articles, autobiographical stories, and recipes. They then critiqued their assignments and discussed ways to improve their techniques before sharing their work via the Internet with students at LCCC.

In addition to literacy activities, ESL students at LCCC learned keyboarding and word processing. They sent and received e-mail, engaged in online chat room sessions, and researched online educational, travel, and career services.

DESCRIPTION OF PRODUCT

Although the *Project Network Manual* contains a wealth of information, it suffers from having been compiled by separate organizations. There is no Table of Contents, making the manual somewhat difficult to use. The following is a synopsis of areas that you might want to review and where to find them:

1. A bibliography addressing alternative assessment, language learning strategies, and Internet issues can be found on pages 30 and 31.
2. Information about using America Online (AOL) prepared by LCCC can be found in Appendix D.
3. A 20-week course syllabus prepared by NCC can be found in Appendix F.
4. Sample lesson plans developed by Pedro Medina of NCC make up Appendix G, pages 49 to 105.

Each of the 29 lesson plans provide objectives, activities, materials, and teaching techniques. The activities and related instructional strategies are innovative, interesting, and well worth reviewing. They place a strong emphasis on cooperative learning, modeling, and guided practice.

FOCUS RATING

This project was rated **Excellent** for Innovation, **Superior** for Adaptability, and **Good** for Effectiveness and Final Report. The major strength of the project lies in the students' involvement in setting significant learning goals, and the close linkage between goals, group activities, and performance-based assessment.

The detailed, learner-centered curriculum is easily adaptable by any program, provided the computer hardware is accessible and there are instructors familiar with technology, guided practice, and alternative assessment techniques. Although the philosophy, curriculum, and assessment suggested is learner-centered, there is little, if any, documentation of learner gains.

A MULTI-MEDIA TUTOR TRAINING PROGRAM

Project #99-6009 **Date:** 1995
Agency: Interactive Images, P.O. Box 931, Pittston, PA 18640
Contact: John McElwee **Phone** 717-655-5934

DESCRIPTION OF PRODUCT

The project director working with experienced staff from Tutors for Literacy Councils (TLC) developed *Effective Tutoring*, an interactive laserdisc program to assist in the training of adult literacy tutors. Program content focuses on interpersonal skills, communication skills, and expectations of effective tutors. There is also a section modeling the aforementioned skills.

The use of an interactive laserdisc provides a flexible and motivational environment for tutor training. The program was field-tested in demonstration sessions throughout Pennsylvania and presented at COABE '96 and the national Laubach Literacy Conference.

PROJECT COMPONENTS

A resource manual provides information on techniques to connect hardware devices and boot and load software as well as strategies to locate community resources where laserdisc hardware can be found. The manual also contains an overview of the content within each training module, and suggests strategies and grouping patterns for conducting the sessions.

Of little value to small programs without access to this technology, this project nevertheless has been used effectively by Pennsylvania's TLC, and could benefit other statewide efforts to train volunteer tutors.

★★★ Focus on the Nation ★★★

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ARPD ON-LINE

Date: 1995

Agency: Action Research Professional Development Program, Box 153, Teachers College, Columbia University, 525 W 120th St., New York, NY 10027

Contact: Jack Mezirow & William Yakowicz

Phone: 800-477-0515

DESCRIPTION OF PROJECT

The Action Research Professional Development Program (ARPD) of Teachers College has recently developed an Action Research Network for teachers, staff developers, program directors, students, and others interested in adult education, literacy, and lifelong learning. At present, you can have your modem dial in to the ARPD bulletin board (BBS) at 201-447-4268 to access:

- a library of instructional practices, resources and classroom research.
- an online forum for dialogue, online conferences, and discussions with colleagues.
- e-mail capability.
- news and information related to literacy and adult education.

The BBS is menu-driven. After signing on and acquiring a User-ID, you can chat with others online via the Teleconference area, select the Information Center, or upload to or download files from the Library. You can read/write public messages in the Forum Section or send/receive private messages via e-mail. A database of practitioner-conducted classroom action research is now online.

After the initial 30-minute sign-on call, you will be granted unlimited access. But remember, ARDP has a New York City telephone number, so out-of-towners will incur long-distance charges. However, you can call 800-477-0515 for assistance between 10:00 a.m. and 10:00 p.m. EST if you are having trouble signing on to use the system.

DESCRIPTION OF PRODUCT

The project also issues hard copy of Exemplary Practice Files (EPFs) reporting the dialogues of small focus groups of master teachers who share and discuss instructional practices and resources they have successfully used with ABE, GED, and ESL learners. The "Critical Thinking EPF" includes 27 practices that foster critical thinking in the classroom and in everyday life. Practitioners are encouraged to apply these strategies for promoting critical thinking in their classrooms and then share their insights with colleagues. An ARPD report form is included to report results and suggestions for use.

FOCUS RATING

This project received a **Superior+** for Innovation and Adaptability. Panelists praised its vision and comprehensive approach to professional development, and cited it as a promising model for Pennsylvania and other states. However, there was no final report included and we definitely would like to see more!

STILL WINNERS

★ **New Technology for ABE/GED Classrooms.** This project developed and field-tested 12 computer-based activities that can be used by adult students at the 5-12 instructional level. **Contact**: Debra Burrows. **Phone**: 717-893-4038.

★ **Connecting with Technology** provided an individualized competency-based computer-oriented AHD, GED, and ABE curriculum for adults with learning disabilities, reading problems, or attention-deficit disorders. **Contact**: Dr. Beverle Booth. **Phone**: 407-323-1450.

★ **Using the Internet in Adult Literacy Programs**. This ten-booklet basic guide for novices to the Internet is sold by CIESC for $10. **Contact**: Chris Francisco. **Phone**: 309-298-2285.

The FOCUS panel consists of:
Rose Brandt, *Mayor's Commission on Literacy, Philadelphia;* **Bootsie Barbour**, *Northwest Professional Development Center, Erie;* **Carol Goertzel**, *Wawa, Inc., Philadelphia;* **Edith Gordon**, *CIU 10 Development Center for Adults, Pleasant Gap;* **Joan Leopold**, *Harrisburg State Hospital;* **Linda McCrossan**, *Adult Literacy Center of the Lehigh Valley;* **Carol Molek**, *TIU Adult Education and Job Training Center, Lewistown;* **Sandy Strunk**, *Southeast Professional Development Center, Lebanon;* **Jeff Woodyard**, *Tri-County OIC, Inc., Harrisburg; and* **Rachel Zilcosky**, *Greater Pittsburgh Literacy Council.*

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able
Special Project

This Issue:
FAMILY LITERACY

FOCUS Bulletin

FEBRUARY 1997 VOLUME 11, NUMBER 3

Featured Projects: The F.A.T.H.E.R.S. (Fathers as Teachers: Helping, Encouraging, Reading, Supporting) Program—p.**1** • Education for Homeless Adults: Strategies for Implementation—p.**2** • Development of a Collaborative Family Literacy Program—p.**3** • A Model of Institutionalizing an ESL Family Literacy Program—p.**3** • Parents and PreSchoolers: Literacy Partners—p.4

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education and rated according to the following criteria:

INNOVATION:
- Addresses major priorities.
- Creative use of resources.

EFFECTIVENESS:
- Objectives and outcomes are clearly stated.
- Materials are linked to results.
- Content is appropriate for the target audience.

ADAPTABILITY:
- Reports and/or curricula are clearly written.
- Little staff training is needed.

FINAL REPORT:
- Complete description of all products included.
- Readable, well-organized and well-presented.

ON A FIVE-POINT SCALE:
5 / Excellent • **4** / Superior • **3** / Good

PENNSYLVANIA PROJECTS MAY BE BORROWED FROM:

- AdvancE
  Pennsylvania Dept. of Education
  333 Market St. 11th Fl.
  Harrisburg, PA 17126-0333
  Phone (from PA): (800) 992-2283
  Out of state: (717) 783-9192
  Fax: (717) 783-5420

- **When requesting a project,** please refer to its name and number.
- **Out-of-state projects** may be requested from the project director or State Literacy Resource Center as listed in the contact.

Sherry Royce
FOCUS Editor

Tana Reiff
FOCUS Format

California Project of Special Note

THE F.A.T.H.E.R.S. PROGRAM

Date: 1995
Agency: California State Literacy Resource Center, 9738 Lincoln Village Dr., Sacramento, CA 95827
Contact: Dr. Carole Talan **Phone:** 916-228-2760

DESCRIPTION OF PROGRAM

The F.A.T.H.E.R.S. Program (Fathers as Teachers: Helping, Encouraging, Reading, Supporting) is modeled after the Families for Literacy programs offered in California's public libraries. As such, it has three components: classroom instruction (literacy tutoring), gift books, and monthly visitation storytimes. The major difference is that the FATHERS program was specifically designed to serve incarcerated men. Begun in 1993, this program serves 20 different inmates monthly for a total of 240 families a year.

The *FATHERS Program Guide* is a direct result of Jane Curtis' experiences in establishing and maintaining the pilot project at San Quentin. As Curtis explains, "If The FATHERS Program could work at San Quentin, it could work almost anywhere." And it did. But not before Curtis learned how to deal with the prison system itself. Her sage advice to practitioners in correctional settings is as important in developing a successful program as the program content itself.

DESCRIPTION OF PRODUCT

This 124-page guide is comprised of the following sections: Program Overview, Lessons, Program Components, Book Lists, Handout Masters for Lessons, and a Bibliography. The program's philosophy aims at changing fathers' behavior by "wiring in" new patterns of thinking in order to promote new patterns of behavior.

The FATHERS curriculum avoids giving advice; it prefers to offer information. However it takes a definite stand on the following issues:

- Spanking or hitting children is unnecessary.
- Verbal abuse or name-calling is extremely damaging.
- Reading aloud is the single most important thing that nurtures children's success in school.
- Inmates must apologize to their children for going to prison and must let them know it is not the child's fault.

THE FATHERS' CURRICULUM

The classroom component of this program has 13 one-hour lessons, arranged to follow a child developmentally from birth to 12 years of age. The curriculum begins with *Setting Goals for Our Children*, encouraging inmates to recognize the kind of adults they want their children to become. The remaining lessons provide them with tools and information to reach those goals.

What Do Children Need? introduces inmates to the child's point of view and the extent of their commitment as caretakers. *How Children Learn* familiarizes the father with his students so he can be an effective teacher. *Language Acquisition: Reasons for Rhyme* focuses on the importance of language and literacy and how parents can support their children's development.

Lessons 5 and 6 cover very sensitive topics. *Images of Father* highlights role modeling and discusses how books can help fashion male images. *Communication: Discipline vs. Punishment* explains how to negotiate with children rather than dictate to them.

Continued on p.2

FATHERS, continued from p.2

Activities and Games and *Reading Aloud* provide inmates with the skills and opportunity to become teaching fathers. *Parent as Advocate: School and Authority* helps participants become conscious of their own attitudes towards authority and offers suggestions as to how they can advocate for their children and themselves.

Peer Groups deals with prepuberty, peer pressure, and gangs, while *Family History* builds awareness of changing family patterns in our society and encourages the recording of family history through storytelling and journals.

The final lessons, *Incarceration & Reconnection* and *Graduation*, address issues facing inmates upon release and provide feedback on the program's effectiveness.

THE IMPORTANCE OF BOOKS

During each lesson, fathers read aloud from a children's book. Few corrections are made and "new readers" may choose to "pass." Demonstration books are read by the teacher to model reading aloud, reinforce the theme of the lesson, and introduce inmates to the wide variety of children's books that are available.

Inmates are encouraged to look through the collection of children's books and order gift books for the children in their lives. These books are received and presented during the course of the program. The Program Guide contains a Bibliography of 167 books and five videos. It lists title, author, content, child's age level, and adult reading level.

FOCUS RATING

This project was rated **Excellent** for Innovation and Final Report and **Superior** for Effectiveness and Adaptability. The materials are well-organized, handouts are helpful, and sufficient background information is provided for effective usage. Focus panelists praised the practical information on negotiating the prison system.

One inherent weakness is that the sample discussion scripts portray the teacher as providing specific information that might not be within the knowledge of many teachers. However, with a knowledgable teacher/tutor and some minor adaptations, *The F.A.T.H.E.RS. Program* could be used in any family literacy setting.

New York Project of Special Note

EDUCATION FOR HOMELESS ADULTS: FAMILY LITERACY AND MORE LESSONS

Date: 1995
Agency: NYSED/Office of Workforce Preparation and Continuing Education, 307 Education Bldg., Albany NY 12234
Contact: Glenn Schechtman
Phone: 518-474-5808

DESCRIPTION OF PROJECT

***Education for Homeless Adults: Family Literacy and More Lessons* is the third volume in a series produced by the New York State Education Department that addresses strategies for reaching and teaching the homeless. Under the aegis of the Office of Workforce Preparation and Continuing Education, the contents were developed to meet the stated needs of experienced teachers and administrators of New York's homeless programs.**

The first two volumes provide teachers with practical answers to such questions as: Who are we trying to reach? What do we want to tell them? Where can we find them? and How do we keep them?

Volumes I and II also include bibliographies and 43 sample lessons designed to facilitate independent living and self-determination. In addition to the life skills taught, each lesson reinforces the basic skills of reading, writing, and computation.

DESCRIPTION OF PRODUCT

The emphasis in Volume III is on family literacy and the sample lessons developed by Sharon Masrour of the Center for Family Resources and other teachers of homeless adults illustrate the following philosophies of family literacy:

- **They build upon the unique strengths of individual learners and families.**
- **They foster language, communication, and other academic skills through actively engaging the learner.**
- **They encourage parent-child interaction.**

The chart in Volume III, pages 16-21, lists 72 lessons from all three volumes. These lessons are grouped by the following goals: self-esteem building, developing interpersonal skills, taking responsibility, using resources, organizing, planning, and job finding. The objectives or main skill of each lesson are identified under each goal area along with related academic skills, and the volume and page number where the lesson can be found.

Family Literacy sample lessons run the gamut from *How to Handle an Out-of-Control Kid* and *Keeping the Peace* to *Accessing the Public Library System* and *The Nature of Things*, which helps children and adults to care for caterpillar larvae through their journey to becoming butterflies.

Each sample lesson includes a statement of the goal, the outcome objectives, a list of instructional materials and resources, a variety of classroom activities, and handouts. There are excellent bibliographies of children's literature that address the subjects of food, nature, insects, peace, work careers, and one world.

FOCUS RATING

This project was rated Excellent in every respect. Focus panel members noted that the topics chosen are relevant not only for the homeless, the target population, but also for other adult learners.

The lesson plans are thorough and easy to follow, and the charts target the academic skills developed. While enough background information is provided to enable educators to use the materials effectively, it is advisable for practitioners in this area to seek out more extensive bibliographies on homelessness and family literacy.

This project should be widely disseminated and used extensively in teacher training.

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DEVELOPMENT OF A COLLABORATIVE FAMILY LITERACY PROGRAM

Project #98-6002 **Date:** 1996
Agency: Center for Literacy, Inc. 636 S. 48th St., Philadelphia, PA 19143
Contact: Ashley Stoudt **Phone:** 215-474-1235

DESCRIPTION OF PROJECT

The Final Report and Manual document the linkages required for adult basic education programs to work cooperatively with community partners to plan and implement a collaborative family literacy program. Research conducted for the project included a review of current literature, collection of data on practices in process, observation at case study sites, and interviews with key providers. The project Manual was evaluated for applicability, content, and effectiveness of presentation by five external reviewers and was determined to have met its objectives.

DESCRIPTION OF PRODUCT

The 41-page Manual bound into the Final Report addresses the following areas:

- Introduction to Planning a Family Literacy Program
- Analyzing Need
- Developing the Program
- Identifying Resources
- Developing the Program
- Allocating Resources
- Collaborating with Agencies
- Principles of Building and Maintaining Relationships
- Lessons Learned

Two overriding principles are apparent in the model and the Manual. CFL's philosophy of learner-centered instruction informed the process and impacted upon program planning and curricula. The model detailed in the Manual takes a distinctly practical approach that will make it especially helpful to administrators and teachers new to family literacy and/or to cooperative ventures with community partners.

When discussing family literacy, the author warns that the term may have negative connotations for some, and suggests that programs be described as offering GED or life-skills classes or named "family learning centers." The Manual further cautions readers to *"plan a program from the family's perspective ...* and, when designing curricula, *"to develop instruction built on learner-identified goals and themes, rather than to develop curricula that we assume meet families' needs."* The Manual also contains a description of CFL's family programs and a one-page needs assessment for initiating a family literacy program.

FOCUS RATING

The project was rated **Superior** for Innovation and Effectiveness, **Good** for Adaptation, and **Excellent** for Final Report. While much of the information provided is specific to the agency and its location, it provides a thorough overview of all aspects of implementing family literacy programs. This project would be especially useful as a case study when compared with case studies of the implementation of other types of family literacy programs.

INSTITUTIONALIZING AN ESL FAMILY LITERACY PROGRAM

Project #98-6016 **Date:** 1996
Agency: Adult Literacy Center of the Lehigh Valley, 801 Hamilton Mall, Ste. 201, Allentown, PA 18101
Contact: Dr. Linda McCrossan **Phone:** 610-435-0680

DESCRIPTION OF PROJECT

This project, currently in its second year, demonstrates a collaborative model for family literacy. The Literacy Center contributes the curriculum, teaching and coordinating staff, and materials. Allentown School District provides a 28-station computer laboratory, instructor, and parent recruitment. A local church provides a site for child care staffed by early childhood specialists from the Family Center.

Once a month the children join their parents in the computer laboratory working on material that is appropriate for both. Since the children have been learning English in school, the lessons were easy for them, and they worked in family units mentoring their parents in learning English.

PROJECT RESULTS

Models of family literacy programs are thought to include three components: 1) early childhood development instruction for parents; 2) parental education, and 3) child/parent interaction. Based on this project's experience, it was determined that the following components are essential when delivering family literacy programs for an ESL population, namely:

1. A broadened definition of the concept of family and community
2. An ESL curriculum that integrates language learning and communications practice in practical situations
3. Children and adults learning together
4. Support services for the adults and their children
5. Liaisons who help interpret the program, the family-center intent, and the skills and ideas of the adults to the school
6. Day-to-day communication between these liaisons and the adult literacy center.

The Adult Literacy Center and the Allentown School District see parents as a support for their children in their interactions with the school and as partners, learning from their children.

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FOCUS MARCH 1997

PARENTS AND PRESCHOOLERS: LITERACY PARTNERS

Project #98-6003 **Date**: 1996
Agency: Greenville Literacy Council, 12 N. Diamond St., Greenville, PA 16125
Contact: Georgina Rettinger **Phone:** 412-627-9776

DESCRIPTION OF PROJECT

This project, a cooperative venture between family development centers and a literacy council in rural Pennsylvania, was designed to attract young parents of preschool children who had few literacy skills, were not interested in reading, and were notoriously hard to recruit and retain in a regular literacy program. Their children entered Head Start, kindergarten, and first-grade programs significantly below their peers in their readiness for emergent literacy or reading activities.

Keys to Kids, an eight-week family literacy program, was initiated at each of four family development centers in conjunction with other center activities that parents would also want to attend. Each session consisted of child development information, art and music projects, and activities directly related to emergent literacy development.

Program staff had also planned to provide an individualized educational plan to meet each parent's basic literacy needs. However, they quickly learned that the participants were not interested in spending time in class working on their own skill development. Nor did they want to be tested. But they were willing to practice literacy skills as they worked on preparing materials for their preschool children. So the program changed.

PROGRAM RESULTS

The sections on Results, Conclusions, and Recommendations in the Final Report is a well-written, fascinating story of how this program evolved, where it went wrong, the corrections that were made, the unanticipated successes, and the overall impact.

Test anxiety, passive-aggression on the part of partners, irregular lifestyles, and fear of failure were attitudes clearly identified as reasons for students leaving the program. On the other hand, each of the parents who attended learned to read five books suitable for children and shared their children's reactions to these books during class sessions.

Working with the instructor, the young parents made puzzles for their children, puppets, games to accompany the books they read, and little books they wrote and illustrated themselves. Reading and Writing corners were set up in their homes and were still used regularly by their children after the project was completed.

DESCRIPTION OF PRODUCT

The Curriculum Guide bound in with the Final Report provides an overview of the *Keys to Kids* course, succinctly states its goals and objectives, and provides lesson plans for 16 sessions. It is based on sound educational philosophy and the thoroughness of the instructions for its implementation are particularly outstanding.

Each Session identifies anticipated outcomes and describes motivational strategies, procedures, evaluation components, and materials needed to carry out the activities. These activities support the development of literacy skills, knowledge, abilities, attitudes, perceptions, and behaviors in both children (intended), and parents (a secondary effect).

FOCUS RATING

The project was rated **Excellent** for Innovation, Effectiveness, and Final Report, and **Superior** for Adaptability. This project should be disseminated as widely as possible. While it might be helpful to make the handouts more professional looking, their low-tech appearance might be less threatening to the adults to whom the program is targeted.

The FOCUS panel consists of:
Rose Brandt, *Mayor's Commission on Literacy, Philadelphia;* **Bootsie Barbour**, *Northwest Professional Development Center, Erie;* **Carol Goertzel**, *Wawa, Inc., Philadelphia;* **Edith Gordon**, *CIU 10 Development Center for Adults, Pleasant Gap;* **Joan Leopold**, *Harrisburg State Hospital;* **Linda McCrossan**, *Adult Literacy Center of the Lehigh Valley;* **Carol Molek**, *TIU Adult Education and Job Training Center, Lewistown;* **Sandy Strunk**, *Southeast Professional Development Center, Lebanon;* **Jeff Woodyard**, *Tri-County OIC, Inc., Harrisburg; and* **Rachel Zilcosky**, *Greater Pittsburgh Literacy Council.*

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Special Project

FOCUS Bulletin

This Issue: PROGRAM IMPROVEMENT

APRIL 1997 VOLUME 11, NUMBER 4

Featured Projects: Building a Citywide Network for Literacy Providers, City and County Agencies—p.1 • Jail to Work—p.2 • Ohio's Beyond Ourselves—p.2 • Project Achieve—The Cumberland Valley School District's High School Diploma Program for Adults—p.3 • Follow-up Options—p.3 • Adult Education School to Work Project—p.4

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education and rated according to the following criteria:

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  Phone (from PA): (800) 992-2283
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Sherry Royce
FOCUS Editor

Tana Reiff
FOCUS Format

Project of Special Note

Building a Citywide Network for Literacy Providers, City and County Agencies

Project #98-6020 **Date:** 1996
Agency: The Mayor's Commission on Literacy, 1500 Walnut St., 18th Fl., Philadelphia, PA 19102
Contact: Diane Inverso **Phone:** 215-685-6602

DESCRIPTION OF PROJECT

This project, developed by The Mayor's Commission on Literacy (MCOL), built citywide cross-training information networks in three regions of Philadelphia in order to:

1. train social agencies to the nuances of the world of adult education,
2. train literacy providers about the services available from the many agencies who play a role in the life of the literacy learner,
3. provide better support for educationally disadvantaged adults who may be using services from all of these organizations.

THE MCOL FIVE-STEP PROGRAM

The MCOL cross-training included the following five elements:

• MCOL sponsored four **Citywide Breakfast Meetings,** which provided background information on housing, welfare, job readiness/employment, health, and literacy and encouraged dialogue about these broad issues among a wide variety of agencies.

• The specifics of facilitating services to clients were discussed by literacy providers and social-agency groups as a series of **Regional Meetings** in Germantown, North Philadelphia, and South Philadelphia.

• Representatives of these regions reported on the results of these collaborative activities by providers at a **Region Model Fair, Cross-Training Network, and Resource Exchange.**

• A **Directory** describing service-provider agencies on a regional basis and cross-indexes them citywide was produced, reviewed, revised, and distributed to all participants in the cross-training activities. Each entry in the directory contains the agency's name, executive director's name, contact person's name, address, phone and fax numbers, e-mail address, region served, agency description, cost for services, and a list of services offered.

• Drawing upon the year's cross-training experience, MCOL staff produced a 46-page **Handbook for Adult Literacy Providers.** Entitled *Making Connections*, it documents the various models and action plans developed in the course of the project and identifies the key components. The first two sections are broken down into the following topics: Deciding to Do Cross Training, Selecting Partners, Assessing the Need, Selecting Activities, Recording Information, and Training Staff. Each topic has two sections, General Considerations and MCOL's Experience.

FOCUS RATING

This project was rated **Excellent** for Innovation, Effectiveness, and Final Report and **Superior** for Adaptability. The Focus panel praised the *Handbook* as well organized and easy to read and noted that the *Directory of Services* could easily be replicated in either urban or rural settings.

The only problem with the project is the difficulty in keeping the networks that were established going over time. This requires a long-term commitment of both staff and money and raises the all-important question: Who pays for it?

JAIL TO JOB

HONORABLE MENTION

Project #98-6021 **Date:** 1996
Agency: The Adult Learning Center, School District of Erie, PA, 2931 Harvard Rd., Erie, PA 17126-0333
Contact: Daniel Tempestini **Phone:** 814-871-6656

DESCRIPTION OF PROJECT

This project provided a series of four 32-hour instructional and employability counseling sessions to 45 inmates at the Erie County Prison. Criteria for enrollment included: 1) inmates who were soon to be released, 2) inmates who functioned at an eighth-grade or higher level, and 3) inmates who had some previous work experience but who encountered problems in the work environment.

After academic and career-orientation testing, inmates studied the *Occupational Handbook* to identify three careers in which they were interested. They were then given an overview of the local job market, heard presentations by local businesspersons, and were taught networking and time-management techniques.

Most of the job-search course presented was standard fare. Inmates filled out job applications, created resumes, practiced telephone techniques, and role-played actual interviews. However, discussion was specifically addressed to the prison population with questions such as "Have you ever been arrested for a felony?" and topics such as dealing with anger and surviving in and out of jail.

PROJECT RESULTS

Thirty-one of 45 participants completed the course. A follow-up survey indicated that of the 75% who gained employment, 60% found a job at higher pay than before their incarceration. Additionally, 25% of those who were employed were also attending a vocational program.

The Focus panel noted the excellent collaboration between the educators and caseworkers at the prison. This minigrant, designed to meet a local need, has a barebones curricula, making it difficult to adapt. However, it does address an important need and might serve as an action-research model project in the future.

Ohio Project of Special Note

BEYOND OURSELVES: ACTIVITIES FOR IMPLEMENTING OHIO'S INDICATORS OF ADULT BASIC AND LITERACY EDUCATION PROGRAM QUALITY

Date: 1995
Agency: CETE, The Ohio State University College of Education, 1900 Kenny Rd., Columbus, OH 43210-1090
Contact: Susan Imel **Phone:** 800-848-4815

PROJECT BACKGROUND

For the past five years, state ABLE staff and, consequently, local program administrators have been faced with decisions to make regarding how to develop indicators of program quality and how to implement them. While each state has responded according to its unique needs, the approach taken by Ohio, as presented in the *Beyond Ourselves* project, is clearly worth thoughtful examination.

DESCRIPTION OF PRODUCT

This 116-page booklet is intended to assist ABLE practitioners in adopting or adapting activities that will promote quality in programming and instruction. Bettina Landard and Sarah Nixon-Ponder identified and wrote the activity descriptions.

All 46 activities featured were selected from programs outside of Ohio. Included are the Greater Pittsburgh Literacy Council's *A Written Recruitment Plan for ABE/Literacy Programs* (1994) and *How Adults Read* by Judith A. Rance-Roney and Jane W. Ditmars, reproduced by New Educational Products, Inc. in 1994.

DESCRIPTION OF CURRICULUM

The activities described have been classified according to Ohio's eight indicators of performance quality:

- **Learner Achievement**
- **Program Environment**
- **Program Planning**
- **Curriculum and Instruction**
- **Staff Development**
- **Support Services**
- **Recruitment**
- **Retention**

Although little research as to effectiveness was available, activities presented were judged to be superior among an extensive sampling of resources identified in a search of the literature. Each item is given a usability index indicating that:

A. The activity is comprehensive and ready to use as stated.
B. The activity is described but modifications will be necessary before it can be introduced.
C. The idea is presented but the activity will need to be developed.

The descriptions indicate the title of the activity, the quality indicator addressed, and a description of the activity, including steps for implementation and estimated time and materials.

Also provided are recommendations for preferred environment and classroom arrangement, reference source, cross-reference to other quality indicators, limitations, and evidence of the activity's effectiveness in improving learner outcomes.

FOCUS RATING

This project was rated Superior+ across the board. The program is clearly written and nicely packaged. The Focus panel found it to be a useful tool for helping programs begin to match concrete activities to abstract indicators.

***Beyond Ourselves* contains an excellent Adaptability Code and Bibliography and provides a clever way of indexing and using activities. While some programs may find the ideas "simple," this project would provide an excellent springboard for most programs. It is definitely worth updating using Pennsylvania's indicators.**

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ACHIEVE: THE CUMBERLAND VALLEY SCHOOL DISTRICT'S HIGH SCHOOL DIPLOMA PROGRAM FOR ADULTS

Project #98-6015 **Date:** 1996
Agency: Cumberland Valley School District, 6746 Carlisle Pike, Mechanicsburg, PA 17055
Contact: Samuel C. Gruber **Phone:** 717-766-0217

PROJECT BACKGROUND

Over the past 20 years, some 800 adults have graduated from the Cumberland Valley School District's external high school diploma program. Established in 1976 and modeled on the competency-based diploma program pioneered by the University of Texas at Austin, the Cumberland Valley High School Diploma program combines academic achievement with measured expertise in 52 life-skills competencies.

DESCRIPTION OF PROJECT

This year's project identified and recruited three school districts interested in initiating a similar high school diploma program, with Cumberland Valley providing the necessary technical assistance. Life skills competencies were updated to reflect current school district planning and a how-to booklet was developed for agencies adopting the model program.

DESCRIPTION OF PRODUCT

Included in the Final Report for Project AchievE is a 35-page *Training Manual* outlining program goals, target populations, procedures for adult student recruitment, instruction, and assessment, and a proposed budget for those interested in launching an external diploma program. There is an extended appendix containing a sample calendar and a list of competencies in the areas of Consumer Economics, Community Resources, Government and Law, Health Competencies, Occupational Knowledge, Global Studies, and Writing Seminar.

Also included is an application form, correspondence regarding the program, and student evaluation data.

FOCUS RATING

This project was rated **Excellent** for Innovation, Effectiveness and Final Report and **Good+** for Adaptability. It is a proven piloted model which could be used statewide and expanded every year.

FOLLOW-UP OPTIONS

Project #98-6011 **Date:** 1996
Agency: TIU Adult and Job Training Center, MCIDC Plaza #58, 6395 SR 103 N, Lewistown, PA 17044
Contact: Carol Molek **Phone:** 717-248-4942

DESCRIPTION OF PROJECT

This project conducted a search for relevant follow-up methods and resources used by adult education providers. Project staff compiled a manual of recommended practices that could be used at state and regional levels to track students who had achieved their goals as well as those who separated early.

RESEARCH PROCEDURES

Searches for relevant follow-up methods and procedures included an ERIC search and a search of Internet resources. Data on current practices was collected from 67 agencies and nine individuals via survey, questionnaire, and telephone interviews.

All data were entered into a database, which enabled project staff to perform specific cross-reference searches, analyze anecdotal and written information, and draw conclusions regarding trends and current practices.

PROJECT RESULTS

Four model follow-up practices were identified and listed in the 40-page staff development manual enclosed with the Final Report. These include the Agency Solutions followed by the Greater Pittsburgh Literacy Council and the TIU Adult Education and Job Training Center, the New Choices case-study programmatic approach, and the JTPA regional and statewide model.

The manual also lists steps to develop a follow-up system, describes a systematic process, provides a self-evaluation guide for agencies, and details six activities to increase staff awareness of and effectiveness in carrying out follow-up activities.

PROJECT RECOMMENDATIONS

Project staff propose a change in the follow-up paradigm along with a change in follow-up practices. Where follow-up may previously have been performed to conform to accountability requirements for the agency, they suggest that follow-up be viewed as a service to students.

Their rationale is that by following all students, not merely early separators, follow-up data and information can be used to identify program strengths and weaknesses, explore student needs, increase retention, and measure program effectiveness.

FOCUS RATING

This project was rated **Excellent** for Innovation, Effectiveness, and Final Report and **Superior** for Adaptability. Panel members cited its innovative use of case studies across the state to encourage replication at an agency level.

While the idea presented in this project is excellent, the database process is too complicated for many agencies to replicate. This project needs to be made user-friendly before being further tested.

★★★ Focus on the Nation ★★★

The Focus Professional Development Project is funded not only to review and feature Pennsylvania's outstanding 353 projects in *Focus* Bulletins but to highlight exemplary special projects from other states as well. Specific areas pertinent to adult education practitioners featured in 1997 *Focus* bulletins are: Curriculum, Technology, Staff Development, Family Literacy, and Program Improvement.

This year 22 projects were selected as exemplary based on a five-point scale for Innovation, Effectiveness, Adaptability, and quality of Final Report. The criteria used to determine these ratings are listed on page 1 of this Bulletin. The highest rating attainable is (5) Excellent, followed by (4) Superior and (3) Good. Five additional projects with outstanding components or products but less than superior scores in any one caterory were accorded an Honorable Mention.

ADULT EDUCATION SCHOOL-TO-WORK PROJECT

Project #98-6012 **Date:** 1996
Agency: Northwest Tri-County Intermediate Unit, 252 Waterford St., Edinboro, PA 16412
Contact: Richard C. Gacka **Phone:** 814-734-5610

DESCRIPTION OF PROJECT

This project provides adult educators with a good resource from which to learn about linking adult education participants and practitioners to school-age Tech Prep and School-to-Work projects. Well planned and well researched, it addresses the following questions:

1. Is there a potential population of adults for which a different type of ABE services would be appropriate?
2. Would "applied" curriculum materials such as those used in school-aged Tech Prep programs have viability in ABE instruction?
3. Would it be possible to identify the "work ethic" skills identified as problematic by employers and to integrate instruction in those areas into an adult School-to-Work training program?

To explore these issues, the project director, ABLE assessment and instruction coordinators, and ABLE instructors established model classes in Erie, Crawford, and Warren Counties and tested Tech Prep and School-to-Work principles and curriculum with 75 adult learners.

DESCRIPTION OF THE PRODUCT

The first 30 pages of the Final Report book are devoted to a statement of project objectives, procedures, and outcomes. The remaining 185 pages consist of a series of appendices. These include a description of the (Center for Occupational Research and Development) CORD Bridge Program's mathematics curriculum and the Agency for Instructional Technology's (AIT) applied communications curriculum.

There are work-ethic checklists, assessment reports, test batteries, and comparisons of the test performance of adults and youth. All the nuts and bolts one would need to initiate a school-to-work program for adults are there for the taking, including the presentation used to sell the program to a Private Industry Council.

PROGRAM CONCLUSIONS

The final report questions whether the 8 a.m.-to-4 p.m. classroom-based elements of the school-to-work model could be transferred to a part-time adult education program and indicates inherent problems in the "degree of control" exercised in school-based programs. Nevertheless, the overall recommendation is that there are many components of the Tech Prep applied academics curriculum that would be beneficial to incorporate in ABLE-funded programs.

FOCUS RATING

The project was rated **Superior+** for Innovation, Effectiveness, and Final Report, and **Superior** for Adaptability. The panel suggested that the appendices be separated from the Final Report. Administrators may find it a helpful resource but it would be difficult to adapt into another setting.

GET IT OFF THE WEB

The Hudson River Center for Program Development that prepared the introductory material, sample lessons, handouts, and resources for New York State's exemplary three-volume project *Education for the Homeless* is preparing these materials for downloading from its Web site in PDF and Word Perfect formats. You can get these and other adult education resources at:

www.hudriver.org

Special thanks go to Dr. Barbara Smith, Executive Director of the Hudson River Center, for alerting Focus readers to the availability of this excellent resource.

The FOCUS panel consists of:
Rose Brandt, *Mayor's Commission on Literacy, Philadelphia;* **Bootsie Barbour**, *Northwest Professional Development Center, Erie;* **Carol Goertzel**, *Wawa, Inc., Philadelphia;* **Edith Gordon**, *CIU 10 Development Center for Adults, Pleasant Gap;* **Joan Leopold**, *Harrisburg State Hospital;* **Linda McCrossan**, *Adult Literacy Center of the Lehigh Valley;* **Carol Molek**, *TIU Adult Education and Job Training Center, Lewistown;* **Sandy Strunk**, *Southeast Professional Development Center, Lebanon;* **Jeff Woodyard**, *Tri-County OIC, Inc., Harrisburg; and* **Rachel Zilcosky**, *Greater Pittsburgh Literacy Council.*

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BUREAU OF ADULT BASIC & LITERACY EDUCATION
able
PENNSYLVANIA DEPARTMENT OF EDUCATION
Special Project

This Issue:
STAFF DEVELOPMENT

FOCUS Bulletin

MAY 1997 VOLUME 11, NUMBER 5

Featured Projects: Focus on Networking—p.**1** • Project AXIS: Accessible eXpress Intercommunication for Staff development—p.**2** • An Introduction to Teaching Adults—p.**2** • Pennsylvania Adult Literacy Practitioner Inquiry Network—p.**3** • Action Research—p.**3** • Learning to Learn ... with Style—p.**4**

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education and rated according to the following criteria:

INNOVATION:
- Addresses major priorities.
- Creative use of resources.

EFFECTIVENESS:
- Objectives and outcomes are clearly stated.
- Materials are linked to results.
- Content is appropriate for the target audience.

ADAPTABILITY:
- Reports and/or curricula are clearly written.
- Little staff training is needed.

FINAL REPORT:
- Complete description of all products included.
- Readable, well-organized and well-presented.

ON A FIVE-POINT SCALE:
5 / Excellent • **4** / Superior • **3** / Good

PENNSYLVANIA PROJECTS MAY BE BORROWED FROM:

AdvancE
Pennsylvania Dept. of Education
333 Market St. 11th Fl.
Harrisburg, PA 17126-0333
Phone (from PA): (800) 992-2283
Out of state: (717) 783-9192
Fax: (717) 783-5420

- **When requesting a project,** please refer to its name and number.
- **Out-of-state projects** may be requested from the project director or State Literacy Resource Center as listed in the contact.

Sherry Royce
FOCUS Editor

Tana Reiff
FOCUS Format

Project of Special Note

Focus on Networking

Project #98-6003 **Date:** 1996
Agency: Royce & Royce, Inc., 1938 Crooked Oak Dr., Lancaster, PA 17601
Contact: Sherry Royce **Phone:** 717-569-1663

DESCRIPTION OF PROJECT

For the past 13 years, Focus Bulletins have provided information about Pennsylvania's exemplary staff development and special demonstration projects to ABLE practitioners in the Commonwealth and throughout the United States. In FY 1995-96, Focus expanded its scope to identify, evaluate, and feature outstanding projects from across the nation.

In August 1995, project staff issued a call to adult education state directors and to state, regional, and national adult education clearinghouses for outstanding projects that addressed the needs of ABLE students in the areas of technology, family literacy, English as a Second Language, curriculum, special populations, and staff development. The response was nearly overwhelming.

Of some 120 projects recommended by 26 states, 82 were selected for review by the Focus panel along with Pennsylvania's 353 projects from 1994 and 1995. The 23 special projects rated as exemplary and the 28 that received an Honorable Mention were highlighted in Focus Bulletins published between December 1995 and May 1996.

DESCRIPTION OF PROCESS

The criteria for rating exemplary adult basic education and literacy projects, summarized in the shaded column on this page, was originally developed in 1978 by the USOE's Clearinghouse ADELL. It has undergone many changes over the years. Criteria assessing the merits of the final report were added, and several benchmarks were eliminated in the case of minigrants and out-of-state projects.

The Focus process calls for matched groups of panel members to read all projects in their area of expertise and complete detailed evaluation sheets on those projects they consider exemplary. At the yearly evaluation meeting, before making their topic's presentation to the Focus panel, each group has an opportunity to compare their ratings, and agree upon the projects that will receive exemplary ratings or honorable mentions. Projects recommended by the panel are reviewed by the project editor and summarized in Focus Bulletins.

PROJECT RESULTS

In Focus' first year of national coverage, 11 outstanding projects were published from Pennsylvania, three from Ohio, and two from New Mexico, with the remainder coming from California, Massachusetts, Tennessee, Texas, and West Virginia.

FOCUS RATING

Focus panelists, evaluating this project for the first time since its initial funding year, rated it **Excellent** in every category. The Focus effectiveness rating, as measured by reader surveys, has remained stable over its life history. In 1996, it had a 92% favorable rating and a count of more than 400 requests for materials featured in its Bulletins. The panel called it "the single most important tool for disseminating 353s and out-of-state projects." While there is still occasional confusion over ratings, this project should be part of every Professional Development Center's training agenda.

PROJECT AXIS

HONORABLE MENTION

Project #99-6012 **Date:** 1996
Agency: Lancaster-Lebanon IU 13, 1110 Enterprise Rd., East Petersburg, PA 17520
Contact: Tana Reiff **Phone**: 717-299-8912

DESCRIPTION OF PROJECT

Project AXIS, Accessible eXpress Intercommunication for Staff development, represents Pennsylvania's attempt to coordinate, unify, and systematize communications related to staff development programs administered by the Pennsylvania Department of Education's (PDE's) Bureau of Adult Basic and Literacy Education (ABLE). In support of the Bureau of ABLE's six Professional Development Centers, AXIS developed a standard newsletter template and facilitated online access for e-mail, chat sessions, and bulletin boards.

A logo was designed for all ABLE publications and format, design, and production support were provided for *Focus*, *What's the Buzz?* (Pennsylvania's general ABLE newsletter), and *Action Update*, a brochure featuring statewide action research/practitioner inquiry initiatives.

DESCRIPTION OF PRODUCTS

Project AXIS staff produced a flier describing major 1995-96 Section 353 initiatives, a tri-fold brochure describing the statewide Learning Differences initiative, and an update of Project EQUAL, Pennsylvania's three-year quality improvement initiative to establish statewide ABLE performance standards. Under the AXIS aegis, project director, Tana Reiff, began the revision of the ever-popular *Freebies for ABLE* and produced the 1996 edition of *The ABLE Administrators Handbook*.

FOCUS RATING

While recognized as a well-executed project that has been tremendously effective in enhancing communications, *Project AXIS* received an Honorable Mention because it is so context-specific and difficult to replicate. However, *The ABLE Administrators Handbook*, a triennial effort, was cited as one of the best state products and rated **Excellent** across the board by the Focus panel.

New York Project of Special Note

AN INTRODUCTION TO TEACHING ADULTS

Date: 1995 **Price:** $80
Agency: The Hudson River Center for Program Development, in conjunction with the NYSED/Office of Workforce Preparation and Continuing Education
Contact: Barbara Smith **Phone**: 518-432-4005
Order from: City School District of Albany, Albany Educational TV, 27 Western Ave., Albany, NY 12203. Phone: 518-465-4741

DESCRIPTION OF PRODUCT

This project developed a series of staff development modules for teachers new to adult education and for experienced practitioners looking for review and renewal. Produced by experienced adult educators at the Hudson River Center for Program Development, it contains the modules "Knowing Your Adult Students and Meeting Their Needs," and "Mandated Attendance: Making it Work." A third module devoted to learning styles and their impact on adult learners is currently being developed.

THE TRAINING MODULES

Each of the modules has a videotape and an accompanying guide. The guide provides trainers with objectives, training outlines, agendas, and handouts. Modules can be used in organized training sessions or as tutorials for individual practitioners.

"Knowing Your Adults Students and Meeting Their Needs" introduces novice adult educators to the differences between teaching children and teaching adults. It stresses such adult education concepts as:

- **making content and instruction relevant to learner's interests;**
- **recognizing the scars left by previous schooling;**
- **developing testing procedures and providing a physical and emotional environment supportive of adult learners.**

"Mandated Attendance: Making it Work" addresses the special challenges to teaching adults whose attendance in an adult education program has been mandated by either social services, the legal system, a drug or alcohol rehabilitation facility, or some other community agency. The video presentation and accompanying text explore such issues as attendance requirements and reporting on attendance, students with children and other obstacles to students' participation, student attitudes and teacher attitudes, testing procedures, recognizing and rewarding students' accomplishments, students' responsibility for solving problems, and coordination with mandating agencies.

HOW TO USE THE MATERIALS

While these staff development modules are best used in a workshop mode, the videotape and guide can be used either for on-site development or with individual teachers as they are hired. In individualized situations, it is important to ensure that new teachers have colleagues with whom to share and work.

The topics in the videotape are presented in the same order in the accompanying guide. Questions are included for each topic which can be used as springboards for discussion by workshop participants or as review for individual teachers. Even teachers with no prior adult education teaching experience can answer the questions by reflecting on their own prior school and work experiences.

FOCUS RATING

Rated Excellent in all categories, this project provides a most professional staff development video for the orientation of new instructors. The training outlines are clear and easy to follow and it includes training by modeling, such as the role-playing at intake. The video and accompanying modules are recommended for all professional development centers.

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FOCUS on Adaptation

READER SURVEY FORM

Please take a few minutes to complete the following survey.
Return it to Dr. Sherry Royce, 1938 Crooked Oak Drive, Lancaster, PA 17601 by June 6,1997.
FAX #: 717-560-9903

(circle one)
READER'S MAIN RESPONSIBILITY
Administration Instruction Counseling Training Curriculum Development Staff Development

Other _____

ORGANIZATION:
Local Ed Agency Literacy Council Community College College/University Institution
Business/Industry Union Private Sector Community-Based Organization

Other _____

MAIN FUNDING SOURCE:
ABE/GED PA ACT 143 State Funds Foundation Private Sector ITPA Welfare
Other _____

I received the following issues of FOCUS

(check the months received)

Please rank the issues from 1-6 in order of preference

		RANK
___	January 1997 **Curriculum**	___
___	February 1997 **Technology**	___
___	March 1997 **Family Literacy**	___
___	April 1997 **Program Improvement**	___
___	May 1997 **Staff Development**	___

(how many)
I requested information about _____ 353 project(s) from **AdvancE or other State's Clearinghouse**
I requested information about _____ 353 project(s) from **PA or other State's Project Director**

In general FOCUS Bulletins were:

(Circle your Rating)

	Excellent			Poor
Organized	3	2	1	0
Informative	3	2	1	0
Understandable	3	2	1	0
Interesting	3	2	1	0
Useful	3	2	1	0

I would be interested in: (Please check if interested)
___ Receiving information about PA's 353 projects ___ Receiving information about other state's 353 projects

(Please turn over: Your comments would be appreciated)
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COMMENTS:

Thank you for participating in this survey.

Please fold, tape or staple and return to the address given below

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Sherry Royce
FOCUS Editor
1938 Crooked Oak Drive
Lancaster, PA 17601-6425

ACTION RESEARCH FOR STAFF DEVELOPMENT

Project #99-6013 **Date:** 1996
Agency: Penn State University, Monroeville Center, 4518 Northern Pike, Monroeville, PA 15146
Contact: Dr. B. Allan Quigley **Phone**: 412-372-6868

DESCRIPTION OF PROJECT

While adult literacy practitioners are often expert at "learning by doing," there is generally little transfer of participant research between programs. This project sought to develop and implement an action research model in urban and rural settings in central and western Pennsylvania. A *Pennsylvania Action Research Handbook and Planner* and four issues of *Action Update* newsletter were produced, and 35 literacy practitioners were trained and mentored in action research.

In Pittsburgh and Erie, two mentors met bi-weekly with participants. In the outreach model that operated in the northern, northeastern, and central regions of the state, three outreach mentors held one or two training sessions with remote learner groups and followed up by telephone/teleconference.

In all, 29 literacy practitioners came to organizational meetings, 25 were trained, 20 monographs were completed, and a data bank of all participants and projects was developed. Staff reported that the group support in the urban centers made them more effective than the outreach model.

DESCRIPTION OF PRODUCT

A 25-page *Pennsylvania Action Research Handbook and Planner* is included as Appendix A of the final report. The introduction offers a broad interpretation of research and defines action research per se as descriptive, nonexperimental research wherein participants are part of the action and beneficiaries of the findings. It presents the assumption that practitioners are the experts, that their research can be performed in the midst of action and change, and that there can be several cycles of investigation of the same issue. "Using Action Research," details the six basic steps of:

1 Setting the Problem
2 Conceptualizing the Intervention
3 Developing Measures
4 Implementing the Plan
5 Evaluating the Data
6 Reflecting: Preparation for Cycle Two

The handbook poses possible practitioner questions for action research, expands upon reasons for undertaking such a study, provides a resource bibliography and an annotated listing of 10 techniques for monitoring action research and collecting data.

FOCUS RATING

This project was rated **Superior** for Innovation, Effectiveness, and Adaptability and **Superior+** for Final Report. The panel praised the handbook as a useful tool, the newsletters as well done, and the monographs as helpful examples. They had some questions regarding the guidelines for the monographs and the cost-effectiveness of the project.

PENNSYLVANIA ADULT LITERACY PRACTITIONER INQUIRY NETWORK (PALPIN)

Project #99-6014 **Date:** 1996
Agency: University of Pennsylvania, Graduate School of Education, 3700 Walnut St., Philadelphia, PA 19144
Contact: Alisa Belzer **Phone:** 215-898-8865

DESCRIPTION OF PROJECT

The PALPIN project established professional communities of adult literacy practitioners engaged in reading from the research literature, and writing and discussing the relationships between what they read and day-to-day practice. The PALPIN project, which began in Philadelphia in 1991 as cross-program urban practitioner inquiry community, was expanded in FY 1995-96 to include regional and statewide activities.

PROJECT RESULTS

Two Professional Development Centers spearheaded the establishment of regional inquiry groups where PALPIN facilitators played instrumental roles in supporting the development of individual inquiry questions. The process assisted participants in: 1) choosing appropriate strategies to document their data collection; 2) learning to use descriptive techniques for looking collaboratively at data collected; and 3) carrying their inquiry projects to completion in the form of a final report.

A four-day cross-state Winter Inquiry Institute modeled a process for the statewide delivery of practitioner inquiry. For three days, participants met each morning to explore topics such as learner-centered education, reading and writing, and assessment. In the afternoon, they formed small journal groups to write and discuss their responses to focusing questions following up on the morning's activities. The fourth morning was spent making plans for follow-up inquiry projects. A participant inquiry newsletter was established as a direct result of one of these brainstorming sessions.

FOCUS RATING

This project was rated **Superior+** for Innovation and Final Report, and **Superior** for Adaptability. The section on the Winter Institute provides a clear idea of the inquiry process. However, there is no documentation of the value of the process except for the "feel good" participant reports which once again raises the question of cost-effectiveness and quality of product.

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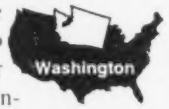
LEARNING TO LEARN ... WITH STYLE

Date: 1995
Agency: North Seattle Community College, 1701 Broadway, Seattle, WA 98112
Video Production: Barbara A. Wright
Contact: Lynne Sampson **Phone:** 206-344-4488

DESCRIPTION OF PRODUCT

Learning to Learn ... with Style introduces adult students to learning-style concepts and provides them with tools that will enable them to recognize their own behavior and to make the most of their personal style strengths. Included in the packet is a video, a student guide, an audio version of the student guide, and a teacher's guide.



Instructors do not need any previous knowledge of learning styles to use this material with their students. Designed to cover all bases, it provides practitioners with illustrations, descriptions, and examples adaptable to various class structures. It can be used with whole classes, in small groups, or on an individual basis.

STUDENT VIDEO AND GUIDE

The video, written by Elizabeth Hanson and Julie Noble, illustrates learning-style concepts, presents psychological vocabulary, and introduces Carl Jung's theory of personality types and their related behavior patterns.

The student guide contains the Myers Briggs Learning Styles Indicator along with profiles of styles and strategies to use in work, in school, and in personal relationships. Suggested extension activities are also included. The audio version of the student guide is designed to serve the needs of vision-impaired or new readers.

THE TEACHER'S GUIDE

Both the student guide and the teacher's guide were written by Nan Joy and Lynne Sampson. The teacher's guide introduces the conceptual framework that is presented in the video and that guided the development of *Learning to Learn ... with Style*. Entitled *Teaching with Style*, it suggests the following strategies:

1. Learn about your own type preference and begin to observe your teaching-style biases.
2. Learn your students' learning-style preferences.
3. Practice style-flexing in planning lessons for accommodating multiple styles.
4. Don't overwhelm yourself. Start small.
5. Frequently evaluate your teaching to learning styles and ask your students for feedback.
6. Find a colleague interested in learning styles to share ideas with or start a learning-styles group.

FOCUS RATING

This project was rated **Superior+** across the board. Focus panelists praised its use of the Myers Briggs Indicator because it encourages a multicultural learning approach that stresses finding the best way for each student and teacher. It should be particularly effective in workplace classes and could also be used for staff development.

✔ PLEASE COMPLETE YOUR READER SURVEY FORM

Please take a few minutes to complete the Reader Survey Form enclosed with this issue of FOCUS and return it by June 6, 1996, to Dr. Sherry Royce, Focus Editor, 1938 Crooked Oak Drive, Lancaster, PA 17601.

Forms may be faxed to 717-560-9903.

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Assessment **LEARNER-CENTERED ALTERNATIVE ASSESSMENT OF STUDENT PROGRESS**
YEAR: 1994 **ISSUE:** April 1995 **PROJECT:** 98-4036
Cameron Voss LSH Women's Program (215) 426-8610

Focus Review 1994 **Effectiveness:** E **Innovation:** E **Adaptability:** E **Final Report:** E
Learner-centered assessment tools such as interviews, surveys, journals, progress charts, observations and portfolios were developed and used by three Pre-GED classes. Teachers participated in their own learning assessment by completing teacher surveys, reviewing alternative assessment methods, discussing how other programs do assessment, planning classroom activities that centered around setting goals and measuring progress, and undergoing observation on their assessment practices by a graduate student.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Y Revision Y
Learners: Y Staff: Y Tutors: Assessment: Y Reading: Math: ESL: Learning:
Provides excellent PDC resource material when combined with Portfolio Assessment and Modified Assessment projects. These three should be used as part of an assessment training packet.

Assessment **MEETING THE NEEDS OF THE LOW LEVEL ADULT READER**
YEAR: 1992 **ISSUE:** February 1993 **PROJECT:** 99-2010
Maureen Cort, Jane Dittmars, Judy Rance-Roney Northampton Community College

Focus Review 1992 **Effectiveness:** E **Innovation:** E **Adaptability:** E **Final Report:**
This project developed an assessment guide to help teachers measure the low level adult reader's interests, general achievement, reading level and learning style. Adult learners then shared in the development of appropriate curriculum keyed to their needs as determined by the initial assessment.The curriculum guide includes teacher development materials, real life materials for the classroom and commercial texts grouped by grade level.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Revision Y
Learners: Y Staff: Tutors: Assessment: Y Reading: Y Math: ESL: Learning:
The assessment section should be reviewed based on EQUAL finding before adapting.

Assessment **MODIFIED ASSESSMENT FOR ADULT READERS**
YEAR: 1994 **ISSUE:** April 1995 **PROJECT:** 98-4043
Monica Kindig and Gaie Wilt Mid-State Literacy Council (814) 238-1809

Focus Review 1994 - HM **Effectiveness: Innovation: Adaptability: Final Report:**
Project staff developed and field tested an assessment tool to measure learner's strengths.The guide lists a developmental checklist of learner concepts, attitudes and strategies for word identification and reading comprehension. It also describes skills needed by practitioners to gather qualitative assessment information about adult learners including an understanding of in-depth interviewing, the ability to infer from observation, and reflective practice techniques.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Y Revision Y
Learners: Staff: Y Tutors: Assessment: Y Reading: Math: ESL: Learning:
Provides excellent PDCs resource material when combined with Portfolio Assessment and Learner Centered Assessment projects. These three should be used as part of an assessment training packet.

Assessment **OIC CURRICULUM GUIDE**
YEAR: 1990 **ISSUE**: December 1990 **PROJECT**: 98-0030
Jeffrey Woodyard and Victoria Hoffman Tri-County OIC, Inc. (717) 238-7318

Focus Review 1990 **Effectiveness**: S **Innovation**: S **Adaptability**: E **Final Report**:
Using TABE academic competencies as a baseline, project staff identified corresponding skills taught in pre-GED and GED texts. Computer literacy, parenting, study and survival skills were also identified and addressed in the OIC Curriculum Guide.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Revision Y
Learners: Staff: Y Tutors: Y Assessment: Reading: Math: ESL: Learning:
Some components of this guide could be used for new teacher's training, particularly the prescriptive portion that correlates TABE test results to recommended materials. It would need to be revised and upgraded to be really useful overall.

Assessment **PORTFOLIO ASSESSMENT**
YEAR: 1995 **ISSUE**: May 1996 **PROJECT**: 99-5018
Carol Molek TIU Adult Education & Job Training 717-248-4942

Focus Review 1995 - HM **Effectiveness: Innovation: Adaptability: Final Report**:
A total of 35 students took part in developing and evaluating a portfolio assessment system as a means of documenting skills achieved by students as measured by students and instructors. Students enjoyed using the system because they could readily see the results of their learning. Staff viewed it as difficult, time-consuming, expensive and even threatening by turning their classrooms into a truly learner-centered environment.

FOCUS VALIDATION: 1996 All Programs: Y PDC'S: Y Revision Y
Learners: Y Staff: Y Tutors: Assessment: Reading: Math: ESL: Learning:
Provides excellent PDC resource material when combined
with Modified Assessment and Learner Centered Assessment projects. These three should be used as part of an assessment training packet.

Assessment **PROJECT DROP IN**
YEAR: 1992 **ISSUE**: May 1993 **PROJECT**:
Carol Molek & Helen Guisler TIU Adult Ed & Job Training Center (717) 248-4942

Focus Review 1992 **Effectiveness**: E **Innovation**: S **Adaptability**: G **Final Report**:
This project developed an intake assessment strategy and individualized Enrollment Plan (IEP) for learners at risk of dropping out but with strengths with which to work. Specific, written goal-oriented IEPs were developed for 20 students detailing attendance, transportation, child care,and support systems as well as educational goals. Sixteen of the 20 participants were still in the program or continuing their education at the end of the year. No specific training guidelines for staff were included in the final report.

FOCUS VALIDATION: 1996 All Programs: Y PDC'S: Y Revision Y
Learners: Y Staff: Y Tutors: Assessment: Reading: Math: ESL: Learning:
An update of this project could be useful to programs using case managment.

Assessment **SPECIAL DELIVERY SYSTEMS**
YEAR: 1990 **ISSUE:** April 1991 **PROJECT:** 98-0039
Carol Molek TIU Adult Ed & Job Training Center (717) 248-4942

Focus Review 1990 **Effectiveness:** E **Innovation:** E **Adaptability:** E **Final Report:**
This project developed an LD screening tool, a curriculum of individualized instruction & a guide to building self esteem.
Included are lists describing LD behaviors, strategies for teaching reading and bibliographies listing suitable materials.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Revision Y
Learners: Staff: Y Tutors: Assessment: Y Reading: Math: ESL: Learning:
This project has a comprehensive assessment program and a great self-esteem curriculum. It could be incorporated into a training module that includes self-esteem building.

Assessment: Special Needs **COLLECTIVE WISDOM - OHIO**
YEAR: 1995 **ISSUE:** May 1996 **PROJECT:** OHIO
Rick McIntosh The Literacy Initiative 614-645-7862

Focus Review 1995 - HM **Effectiveness: Innovation: Adaptability: Final Report:**
This statewide peer training initiative helped 13 programs in Ohio replicate and/or personalize the intake and assessment process for special needs adults. Population targeting included adults reading below 4th grade level, learning-disabled JOBS clients, incarcerated males, community housing project residents, and participants in workplace literacy, vocational education and community college developmental education programs.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Revision
Learners: Staff: Y Tutors: Assessment: Reading: Math: ESL: Learning:
This project is an excellent resource to be reviewed when developing a broad range assessment package.

Curriculum, Civics **PENNSYLVANIA GOVERNMENT**
YEAR: 1994 **ISSUE:** March 1995 **PROJECT:** 98-4037
Barbara Woodruff & Carol Molek TIU Adult Ed & Job Training Center (717) 248-4942

Focus Review November 1994 **Effectiveness:** S+ **Innovation:** S+ **Adaptability:** E **Final Report:** E
This 150-page handbook provides detailed information about Pennsylvania government's structure and taxes. Written at a 4-8th grade level, it contains five units, a glossary and bibliography and is packed with its final report and two small booklets entitled The Constitution of PA and PA Consolidated Statutes - 1993 Cumulative Supplement. The handbook was field tested with ABE students in four counties who reported an increase in knowledge about taxes, the legal system, and local government.

FOCUS VALIDATION: 1996 All Programs: Y PDC'S: Y Revision
Learners: Y Staff: Tutors: Assessment: Reading: Math: ESL: Learning:
Appropriate for students interested in increasing their knowledge base in this area but not likely that studying the curriculum would increase GED social studies score.

Curriculum, Geography **DON'T KNOW MUCH ABOUT GEOGRAPHY**
YEAR: 1994 **ISSUE**: February 1995 **PROJECT**: 98-3030
Daryl Gordon LSH Women's Program (215) 426-8610

Focus Review November 1994 **Effectiveness**: S+ **Innovation**: E **Adaptability**: E **Final Report**: E
A 74-page manual, Exploring New Territory, provides teachers with strategies, techniques and activities for presenting geography as a field connected to adult learners. Units on States in the US and Countries and Continents follow a chapter on Local Geography. Map basic are presented first as a foundation for each unit. Each lesson contains a list of objectives and a description of activities. Exercises and activities can be used in sequence or intersperced with current events or social studies lessons.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Revision
Learners: Y Staff: Y Tutors: Assessment: Reading: Math: ESL: Learning:
Innovative, interesting activities for teachers and students in stand-up instructional format. While it helps to make geography relevant for students, it is doubtful whether the curriculum would have much impact on GED scores.

Curriculum, History **SILENT NO MORE**
YEAR: 1992 **ISSUE**: March 1993 **PROJECT**:
Carol Goertzel, Meg Keeley, Cameron Voss LSH Women's Program (215) 426-8610

Focus Review 1992 **Effectiveness**: E **Innovation**: E **Adaptability**: E **Final Report**:
This project developed an 8-chapter multicultural American history text. Written at a 5-9th grade level, it focuses on the migration of African Americans from the South to the North, the important role of women working in World War II defense factories, the Civil Rights movement and questions of non-violence and postwar adjustment issues surrounding the Vietnam war. This text includes students poems, songs, writings and oral histories. There is a bibliography of resource material instructors can use to encourage oral histories.

FOCUS VALIDATION: 1996 All Programs: Y PDC'S: Y Revision
Learners: Y Staff: Y Tutors: Y Assessment: Reading: Y Math: ESL: Y Learning:
With its high readability and interest level, Silent no More is primarily a text for learners. But it lends itself to staff development in that the best sections in this basic skills/social studies text can be used supplement diversity training for teachers, counselors and tutors.

Curriculum, math **GED TEACHERS GUIDE FOR NON-MATH TEACHERS**
YEAR: 1993 **ISSUE**: December 1993 **PROJECT**:
Kathy Kline Chester County Intermediate Unit (610) 524-5107

Focus Review 1993 **Effectiveness**: S **Innovation**: S+ **Adaptability**: S+ **Final Report**:
This project developed a 50-page teacher's manual which identifies topics practitioners found most difficult to teach and provides appropriate instructional strategies. Topics include: number line, adding subtracting, multipying and dividing signed numbers and monomials, order of operations, exponential notation, writing and solving equations, inequalities, multiplying binomials, proportions, andles, Pythagoream theorem, and coordinate geometry. Teaching strategies are hands-on and provide concrete ways to communicate abstract concepts.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Revision Y
Learners: Staff: Y Tutors: Assessment: Reading: Math: Y ESL: Learning:
This subject is an important one for staff development or training purposes, but this product needs to be upgraded for general use.

Curriculum, Math **MASSACHUSETTS MATH STANDARDS**
YEAR: 1994 **ISSUE:** March 1996 **PROJECT:** MASS
Mary Jane Schmidt MA Dept Education 617-770-7412

Focus Review 1995 **Effectiveness:** E **Innovation:** E **Adaptability:** S **Final Report:** E
This project is a prime example of teacher action research. A team of 22 ABLE practitioners and staff training specialists developed standards for Massachusetts' math instruction based upon standards set by the National Council of Teachers of Mathematics. After modification to match ABLE environments, they were implemented in actual programs in field-based teacher research situations. Project includes a collaborative journal recording the process, documenting findings and providing sample teacher strategies.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Y Revision
Learners: Staff: Y Tutors: Assessment: Reading: Math: Y ESL: Learning:
This project is an excellent resource for leaders doing teacher training/staff development. Not necessarily for staff to casually read through.

Curriculum, math **MATH EMPLOYMENT**
YEAR: 1990 **ISSUE:** December 1990 **PROJECT:**
Edie Gordon and Judy Davis CIU 10 Adult Development Center (814) 359-3069

Focus Review 1990 **Effectiveness:** S **Innovation:** S **Adaptability:** S **Final Report:**
Designed to help adults who are not necessarily visual learners strengthen their word problem solving skills so they can pass job placement or continued education entrance exams. Nine units range from percents and ratios to using formulas in geometry.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Revision Y
Learners: Y Staff: Y Tutors: Assessment: Reading: Math: Y ESL: Learning:
This is a good supplemental math curriculum, The tapes are primarily useful for students who are audio learners. It should be a useful resource when preparing staff development packages featuring math as problem solving.

Curriculum, Workplace **PROJECT TUNE-UP**
YEAR: 1995 **ISSUE:** March 1996 **PROJECT:** 98-5009
Edie Gordon; Peggy Keating-Butler CIU 10 Development Ctr for Adults 814-359-3069

Focus Review 1995 **Effectiveness:** S **Innovation:** E **Adaptability:** S+ **Final Report:** S+
This project revised and updated Project Prepare, an exemplary curriculum, developed in 1988 to assist adult learners to meet entrance level competencies for business school, practical nursing and college placement. Changes in the curriculum were based on a review of standardized tests used to screen applicants for these vocational areas. Guide, while excellent and easy to adapt, is limited in that programs using it would have to commit to Number Power as their basic text.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Y Revision Y
Learners: Y Staff: Y Tutors: Assessment: Reading: Math: ESL: Learning:
This post-GED/high school curriculum is a must for all adult programs dedicated to meeting students objectives. The guide can easily be redone for school to work programs. It is important for all programs involved in the adult school-to-work initiative.

Family Literacy **FAMILY ADVOCACY: THE PARENT PROFESSIONAL TEAM**
YEAR: 1992 **ISSUE:** January 1993 **PROJECT:**
Linda Hinman, Patricia Reynolds, Edie Gordon CIU 10 Adult Development Center (717) 893-4038

Focus Review 1992 **Effectiveness**: E **Innovation**: E **Adaptability**: G **Final Report**:
This project sought to mediate the impasse between ABLE parents and school district staff by meeting with school personal and human service agencies to raise their awareness of parents' apprehension about formal schooling, and by helping parents develop advocacy skills needed to meet successfully with school and other professionals. The frank discussion of attitudes encountered in both parents and teachers and the suggestions offered by project staff is particularly interesting..

FOCUS VALIDATION: 1996 All Programs: Y PDC'S: Y Revision Y
Learners: Staff: Y Tutors: Y Assessment: Reading: Math: ESL: Learning:
Good resource as part of an overall resource packet on family literacy. Some of the tapes can be repetitive and could be edited The resource packet could be used by TLC if there are programs in the Commonwealth that use tutors in Family literacy programs.

Family Literacy **FAMILY LITERACY: AN INTERGENERATIONAL APPROACH TO LEARNING**
YEAR: 1993 **ISSUE:** January 1996 **PROJECT:** New York
Jessica Kirkpatrick CTR for Family Resources 516-873-0900

Focus Review Nov 1995 - HM **Effectiveness: Innovation: Adaptability: Final Report:**
This multimedia staff development package for adult educators and early chilhood professionals consists of a resource guide and two video programs. Video 1: Making it Happen introduces the people who make family literacy programs happen and includes a discussion of each of the components in a comprehensive model. Video 2: Alternative Models looks at three programs that have adapted to meet specific community needs. The Manual suggests strategies for implementing successful programs including designing a program, hiring and training a staff, recruitment and retention strategies and support services.

FOCUS VALIDATION: 1996 All Programs: Y PDC'S: Y Revision
Learners: Staff: Y Tutors: Y Assessment: Reading: Math: ESL: Learning:
This is an excellent overview of the KEENAN Family Literacy model. I is clear and concise and specific. It lacks an explanation of an evaluation component. It needs an updating with technology and ESL. Its weakness is also its strengths. It is not a comprehensive overview of MODELS but rather of one model. Should be packaged with other 353's that describe other models. If it is disseminated this should be clarified in the dissemination

Family Literacy **KIDS FIRST..A SEMINAR FOR DIVORCING PARENTS**
YEAR: 1994 **ISSUE:** January 1996 **PROJECT:** FL
Barbara Van Camp Leon County Schools 412-661-7323

Focus Review November 1995 - HM **Effectiveness: Innovation: Adaptability: Final Report:**
This 4-hour educational course is taught to divorcing parents with minor children. The comprehensive Parent Manual and Guide can easily be adapted to any ABLE program in any state. The first part looks at adults' reactions to divorce, financies, emotions, and lifestyle changes. The second section examines differences in children's reactions depending on age and level of support. The third unit provides guidelines for developing cooperative shared parenting arrangements while the last chapter includes suggestions to help with special difficulties in divorce situations.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Y Revision
Learners: Staff: Y Tutors: Y Assessment: Reading: Math: ESL: Learning:
An excellent parent and instructor's manual on working
with children and divorce. It needs no updating. I'm not sure of its use
in ABE programming.

Family Literacy **PARENT-STUDENT STUDY SKILLS CONNECTION**
YEAR: 1990 **ISSUE:** April 1991 **PROJECT:** 98-4040
Carol Molek and Barbara Goss TIU Adult Ed & Job Training Center (717) 248-4942

Focus Review 1990 **Effectiveness:** E **Innovation:** E **Adaptability:** E **Final Report:**
Curriculum guide was developed for an 8-week instructional program aimed at teaching ABE parents to help their children's school performance. Guide includes chapters on time management, listening skills, test-taking techniques and study skills.

FOCUS VALIDATION: 1996 All Programs: Y PDC'S: Y Revision Y
Learners: Staff: Y Tutors: Y Assessment: Reading: Math: ESL: Learning:
Excellent comprehensive curriculum. Could be used as is, or components could be used. Use in Family Literacy Resource Packet

Family Literacy **PARENTING RESOURCE BOOK**
YEAR: 1994 **ISSUE:** December 1994 **PROJECT:** 98-4007
Rose Brandt Center For Literacy, Inc. (215) 747-1235

Focus Review November 1994 **Effectiveness:** S **Innovation:** S+ **Adaptability:** E **Final Report:** E
This comprehensive collection of parenting materials is divided into ten categories; Child Development; Communication; Discipline; Formal Education; Health-Adults; Health-Children; Informal Learning; Parenting; Safety, and Values. Of the 134 brief materials on parenting issues, 37 low level materials were created by project staff. The original sources for all other resources have been identified and permission to reprint can be obtained. If it's in this book, you can reproduce it.

FOCUS VALIDATION: 1996 All Programs: Y PDC'S: Y Revision Y
Learners: Staff: Y Tutors: Assessment: Reading: Math: ESL: Learning:
Excellent material for use in early childhood development component of parental education. Easily duplicated
comprehensive curriculum, updating might include use of technology.
Use in Family Literacy Resource Packet

Family Literacy **PARENTING SKILLS THROUGH CHILFEN'S LITERATURE**
YEAR: 1995 **ISSUE:** January 1996 **PROJECT:** 98-5028
Judith Aaronson Goodwill Literacy Initiative 412-481-9005

Focus Review November 1995 **Effectiveness:** S **Innovation:** S **Adaptability:** S **Final Report:** S+
This alternative curriculum integrated developmental issues with children's literature. A quality children's book served as the centerpiece for each of 16 lessons. The lesson plans provided goals, objectives, and methods of addressing each specific development/parenting issue. It served as the basis for a 1-credit parenting course taught to a group of 20 young parents whose children's ages ranged from 5 months to 3 years.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Revision Y
Learners: Staff: Tutors: Assessment: Reading: Math: ESL: Learning:

Family Literacy **SELF-ESTEEM FOR PARENTING**
YEAR: 1992 **ISSUE**: January 1993 **PROJECT**:
Rose Brandt & Tessa Lamont Center For Literacy (215) 474-1235

Focus Review 1992 **Effectiveness**: G **Innovation**: S **Adaptability**: E **Final Report**:
This curriculum was designed to assist parents of Head Start children to experience and understand what makes learning activities interesting, non-threatening, and enjoyable. A 5-unit manual contains readings, discussion, and exercises for instructors, parents, and children. There is a model reading lesson to help parents get started, and a unit on planning, evaluating, and enriching educational experiences at home. Parents are encouraged to tell stories to their children, explore their community with them, and communicate with teachers to support their children's learning.

FOCUS VALIDATION: 1996 All Programs: Y PDC'S: Y Revision Y
Learners: Staff: Y Tutors: Y Assessment: Reading: Math: ESL: Learning:
Excellent comprehensive curriculum. Could be used as is, or components could be used. Use in Family Literacy Resource Packet.

Family Literacy **SENIOR ADULT LEARNERS CURRICULUM AND RESOURCE GUIDE**
YEAR: 1994 **ISSUE**: January 1996 **PROJECT**: FL
Kathryn Hall Leon County Schools, ACE

Focus Review November 1995 - HM **Effectiveness**: **Innovation**: **Adaptability**: **Final Report**:
Three-hour classes held in retirement homes and community centers cover six content areas dealing with coping skills, practical living skills, health education, math and science, enrichment and recreation with a purpose. The curriculum guide for this course provides lesson plans addressing these areas. Every section contains objectives, activity sheets, reinforcement activities, and a resource list. The independent nature of each activity allows teachers to organize content to complement their own teaching styles and their clients' interests and needs.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Y Revision
Learners: Staff: Y Tutors: Y Assessment: Reading: Math: ESL: Learning:
This project addresses a needy population not in other projects. The comprehensive curriculum is easily transferable, clearly written a good model for an important need. It could be packaged with the visually impaired project from the Adult Literacy Center because of the overlapping curricular issues.

Learning Differences **ADULTS WITH LEARNING DISABILITIES SUMMER INSTITUTE**
YEAR: 1993 **ISSUE**: December 1993 **PROJECT**: 99-3006
Jovita Ross-Gordon PSU ISAL (814) 863-3777

Focus Review 1993 - HM **Effectiveness**: **Innovation**: **Adaptability**: **Final Report**:
The packet of booklets and bibliographies that the PSU Institute for the Study of Adult Literacy included in the final report on the Adults with Learning Disabilities Summer Institute is an excellent resources for all ABLE programs. These materials, available from ERIC and the LD Associations of the United States and Canada, can assist teachers to identify adults with learning disabilities. It includes a pamphlet on Literacy and Learning Disabilities and provides strategies for remediation.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Revision Y
Learners: Staff: Y Tutors: Assessment: Reading: Math: ESL: Learning: Y
Do another LD summer institute through Dr. Cooper's project. Use this as a guide incorporating the participants' evaluation comments - wanting less theory and more practical suggestions. The linkages section would be helpful for practitioners.

Learning Differences **HELPING ADULTS LEARN**
YEAR: 1991 **ISSUE:** February 1993 **PROJECT:** 99-1017
Dehra Shafer, Amy Caroff & Jovita Ross-Gordon PSU WPSX-TV 814-865-3637

Focus Review 1992 **Effectiveness:** E **Innovation:** E **Adaptability:** E **Final Report:**
This project produced the Helping Adult Learn video,a 30-minute overview of three successful learning differences programs in Pennsylvania. The Viewer's Guide presents definitions of LD, introduces the various categories comprised, identifies characteristics of LD adults, and offers strategies to address specific learning problems. A bibliography and listing of assessment and diagnostic tools used to identify LD is also included.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Revision Y
Learners: Staff: Y Tutors: Assessment: Reading: Math: ESL: Learning:
PSU could work with Dr. Cooper to improve his Overview of Learning Characteristics video.

Learning Differences **RETAINING THE LD LEARNER**
YEAR: 1995 **ISSUE:** April 1996 **PROJECT:** Maryland
Richard Ramsburg Frederick Co Public Schools Adult Ed 301-694-1829

Focus Review 1996 - HM **Effectiveness: Innovation: Adaptability: Final Report:**
This handbook is designed to address teachers' most common questions about learning disabilities.Section I describes traits shared by adults with special needs. Section II details 8 catagories of learning disabilities, Section III provides informal learning modality assessments and provides information on referrals, and Section IV includes a list of practical strategies for teaching special-neeeds adults. An annotated bibliography, a glossary and a list of organizations and agencies complete the handbook.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Revision Y
Learners: Staff: Y Tutors: Assessment: Reading: Math: ESL: Learning: Y
This handbook contains a good deal of information that any program could adapt and use for training new teachers and tutors. The overview of learning differences is especially good.

Learning Differences **SHARING LITERACY MODELS: DEAF ADULTS, DEAF CHILDREN, AND THEIR FAMILIES**
YEAR: 1994 **ISSUE:** December 1994 **PROJECT:** 98-4048
Robert Anthony, Rosemary Garrity, & Donald Rhoten W PA School for the Deaf (412) 244-4228

Focus Review November 1994 **Effectiveness:** S **Innovation:** S+ **Adaptability:** S **Final Report:** E
This project produced a 20-minute video program, three learner booklets, an instructional guide, and two 5-hour workshops designed to encourage deaf and hearing parents to communicate with and to read to their preschool deaf children. The video is extremely professional even though it uses "real" parents and children. The three booklets (Infant, Toddler, and Preschooler) illustrate communication strategies are effective with deaf infants as well as five-year old children.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Y Revision Y
Learners: Staff: Y Tutors: Y Assessment: Reading: Math: ESL: Learning:
This is a good video. The information for working with deaf children and parents is excellent. It would need to be revised to include more training information in order to be adaptable to other settings. This could be packaged with "I only fear what I can not
see" (working with the Visually Impaired from The Adult Literacy Center) in order to have a package of working with the physically challenged.

Learning Differences **VISUALLY IMPAIRED & ADULT EDUCATION HANDBOOK**
YEAR: 1993 **ISSUE:** November 1993 **PROJECT:**
Linda McCrossan & Cynthia Garrett Adult Literacy Center of Lehigh (610) 435-0680

Focus Review 1993 **Effectiveness:** E **Innovation:** E **Adaptability:** E **Final Report:**
I Only Fear What I Cannot See, the handbook developed by this project is designed to help ABLE providers identify the specific needs of visually impaired learners and develop partnerships with government and private organizations that will enable them to adapt their existing program to accommodate this population at little or no cost. The section on serving the visually handicapped in ABLE classes includes units on adaptions which can be made to current teaching materials and a description of partnerships with government agencies to obtain equipment and materials.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Y Revision Y
Learners: Staff: Y Tutors: Y Assessment: Reading: Math: ESL: Learning:
This could be packaged with "Sharing Literacy Models: Deaf Adults, Center for Deafness - PA 98-4048 in order to have a package of working with the physically challenged.

Recruitment **LITERACY AWARENESS THROUGH IMPROVISATION**
YEAR: 1994 **ISSUE:** May 1995 **PROJECT:** 99-4009
Marcia S. Anderson New Castle Public Library (412) 654-1500

Focus Review 1994 - HM **Effectiveness: Innovation: Adaptability: Final Report:**
This project produced a videotape for use in tutor-training workshops when live skits by volunteer actors are not feasible. The accompanying manual, Clues and Coping Behaviors, helps tutors or referring agencies identify adults with literacy problems. Seven skits present situations that may prove difficult for adults lacking literacy skills. The manual contains discussion questions to be used by the facilitator following the presentation of each skit.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Revision Y
Learners: Staff: Y Tutors: Y Assessment: Reading: Math: ESL: Learning:
This project is best combined with Literacy Through Improvisation and Word of Mouth Recruitment as an instrument for recruitment, outreach, awareness. It makes a good staff development video.

Recruitment **NATIONAL ED GOAL #6: MARKETING THE GOAL**
YEAR: 1995 **ISSUE:** May 1996 **PROJECT:** 99-5018
Carol Molek TIU Adult Ed & Job Training Center 717-246-4942

Focus Review 1995 -HM **Effectiveness: Innovation: Adaptability: Final Report:**
This project initiated and implemented locally developed strategic planning to draw together resources within the comminity to create a better atmosphere for recruiting adult students and delivering adult services. While results exceeded objectives, so did the demands on staff time, which exceeded grant monies funded to deliver the program.

FOCUS VALIDATION: 1996 All Programs: Y PDC'S: Y Revision Y
Learners: Y Staff: Y Tutors: Assessment: Reading: Math: ESL: Learning:
Too expensive, as is. This project should be combined with cross training 353s and redone on different levels which would be viable for different types of programs.

Recruitment **PROJECT ENACTMENT**
YEAR: 1990 **ISSUE:** February 1991 **PROJECT:**
Marilyn Potter & Eleanor Highfield Susquehanna Co. Volunteer Literacy (717) 278-9027

Focus Review 1990 **Effectiveness:** E **Innovation:** E **Adaptability:** E **Final Report:**
ENACTMENT is an improvisational theatre group that develops skits dramatizing the problems faced by adult illiterates. This project describes the eight skits developed and the process by which 29 performances were given to 3,400 in the community.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Revision Y
Learners: Staff: Y Tutors: Y Assessment: Reading: Math: ESL: Learning:
This project is best combined with Literacy Through Improvisation and Word of Mouth Recruitment as outreach/awareness vehicle for recruitment purposes.

Recruitment **PROJECT RE-ENTRY**
YEAR: 1992 **ISSUE:** May 1993 **PROJECT:**
Jeffrey Woodyard & Lee Knisely Tri-County OIC, Inc. (717) 238-7318

Focus Review 1992 **Effectiveness:** E **Innovation:** E **Adaptability:** E **Final Report:** Y
Using the PDE GED Testing Division's data base, project staff identified former students who had completed at least one GED test but had not completed the battery or lacked the points to pass the GED. Of 434 letters sent out to former students, 66 contacted project staff, 50 signed up for testing and 11 passed the test by the project's end. Characteristics of adult students most likely to succeed in a re-entry effort were identified. A follow-up manual provides guidelines to use in contacting and counseling students.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Revision Y
Learners: Staff: Y Tutors: Assessment: Reading: Math: ESL: Learning:
This project needs to be reworked. It would be of interest to programs taking a case management approach.

Recruitment **WORD OF MOUTH RECRUITMENT**
YEAR: 1991 **ISSUE:** May 1993 **PROJECT:**
Monica Kindig & Paula Geiman Mid-State Literacy Council

Focus Review 1992 **Effectiveness:** S **Innovation:** S **Adaptability:** S **Final Report:** Y
This project developed a professional quality 15-minute video and reference guide designed to acquaint human service professionals with the information needed to identify adults needing literacy services and make appropriate referrals. The video and guide were used to train 48 human service professionals from 24 agencies.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Revision Y
Learners: Staff: Y Tutors: Y Assessment: Reading: Math: ESL: Learning:
This project is best combined with Literacy Through
Improvisation and Enactment as an instrument for recruitment, outreach, awareness. It also makes a good staff development video.

Recruitment **WRITTEN RECRUITMENT PLAN, A**
YEAR: 1994 **ISSUE**: May 1995 **PROJECT**: 98-4001
Karen Mundie GPLC 412-661-7323

Focus Review 1994 **Effectiveness**: S **Innovation**: E **Adaptability**: E **Final Report**: S+
This standardized recruitment plan includes eight objectives with action steps for each of the objectives and provides a maintenance schedule indicating exactly when and how often a step whould be repeated. Objectives include the use of the media, social service agencies and the Speaker's Bureau, the establishment of a recruitment committee and site committess for all neighborhood sites, the inclusion of volunteers as important members of recruitment teams supporting the work of all staff positions.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Y Revision Y
Learners: Staff: Y Tutors: Y Assessment: Reading: Math: ESL: Learning:
This material should be packaged with other recruitment strategies.

Research, Assessment **ALTERNATIVE ASSESSMENT MEASURES IN ABE PROGRAMS**
YEAR: 1991 **ISSUE**: April 1993 **PROJECT**:
Meryl K. Lazar & Rita Bean University of Pittsburgh 412-648-1779

Focus Review 1992 **Effectiveness**: E **Innovation**: E **Adaptability**: E **Final Report**:
This study set out to develop and implement a comprehensive assessment system in four adult education programs that offered group instruction but had very different program characteristics. Although flawed because of the sample size, the project found that students looked upon informal writing assessment instruments as a positive influence in helping them acquire self-evaluation and self-confidence in their writing ability. Instructors believed they helped them clarify their educational goals but took time, committment and collaboration to work.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Y Revision
Learners: Staff: Y Tutors: Assessment: Y Reading: Math: ESL: Learning:
Good resource for PDCs but limited use otherwise.

Research, Retention **IMPROVING RETENTION IN ABE**
YEAR: 1991 **ISSUE**: May 1993 **PROJECT**:
Allan Quigley PSU CCGE - Monroeville

Focus Review 1992 **Effectiveness**: E **Innovation**: E **Adaptability**: S **Final Report**:
In-depth intereviews were used to compare and contrast the attitudes of 20 ABE students who persisted in their studies with 17 Reluctant Learners who dropped out in the initial three weeks of class without citing illness, lack of day care, or financial problems. The study identifies characteristics of reluctant learners and calls for a reexamination of the role of the ABE counselor, the one person Reluctant Learners related to. A carefully planned intake process was recommended to identify those who fit the pattern of Reluctant Learners and provide early intervention.

FOCUS VALIDATION: 1996 All Programs: Y PDC'S: Y Revision
Learners: Staff: Y Tutors: Assessment: Reading: Math: ESL: Learning: Y
This project contains excellent information useful to counselors and teachers in the intake process and beyond.

Staff Development, curriculum **1994 ABLE CURRICULUM GUIDE, THE**
YEAR: 1994 **ISSUE:** February 1995 **PROJECT:** 99-4016
Sherry Royce Royce & Royce, Inc. (717) 569-1663

Focus Review 1994 **Effectiveness:** E **Innovation:** E **Adaptability:** E **Final Report:** E
The 1994 Guide provides ABLE practitioners with annotated listings of ABE/GED/ESL,New Readers, Family and Workplace learner materials as well as a bibliography of teacher resources. There is a Publishers Index and a lising of publishers' contacts, adresses telephone and fax numbers. Each resource listed met strict criteria for selection and is classified as to subject matter. Each listing contain a brief description of the resource, its rating, purpose, components, skills covered, format, and single copy price as of June 1994.

FOCUS VALIDATION: 1996 All Programs: Y PDC'S: Y Revision
Learners: Staff: Y Tutors: Y Assessment: Reading: Y Math: Y ESL: Y Learning: Y
This review of commercial materials is a staff development must for busy practitioners as well as novices. It will eventually need to be updated (materials reviewed were published in 1984-1994).

Staff Development, Homeless **EDUCATION FOR THE HOMELESS**
YEAR: 1994 **ISSUE:** March 1996 **PROJECT:** NEW YORk
Glenn Schechtman NYSED Office of Workforce Ed & CE 518-474-5808

Focus Review 1995 **Effectiveness:** E **Innovation:** S **Adaptability:** EE **Final Report:** E
Theoretically sound and applicable to everyday practice, this 100-page guide to education for homeless adults contains two chapters of advice to teachers, a bibliography and sample lessons. Strategies discussed address both staff concerns (recruitment, retention, motivation) and student needs (building self-esteem, setting goals, and taking responsibility for health and child care).

FOCUS VALIDATION: 1996 All Programs: Y PDC'S: Y Revision
Learners: Y Staff: Y Tutors: Assessment: Reading: Math: ESL: Learning:
The philosophy and materials presented here would be useful for both homeless and non-homeless adults. The curriculum is well presented and addresses relevant issues for many adult learners.

Staff Development, Multiple Areas **ABLE SAMPLER: PROF DEV GUIDE FOR LIT PRACTITIONERS**
YEAR: 1990 **ISSUE:** April 1993 **PROJECT:** 99-1008
Sherry Royce Royce & Royce, Inc.

Focus Review 1992 **Effectiveness:** E **Innovation:** E **Adaptability:** E **Final Report:**
This book provides ABLE practitioners with a sampling of professional development resources that propound classic themes, introduce innovative ideas, and challenge traditional assumptions. Each of nine units (administrative and management; adults as learners; diverse populations; evaluation; history, philosophy and politics; instructional strategies, social context; workplace literacy and adult literacy resources) include an annotated bibliograph of resources, summaries of classic resources, and an introduction by an expert in the area.

FOCUS VALIDATION: 1996 All Programs: Y PDC'S: Y Revision
Learners: Staff: Y Tutors: Y Assessment: Y Reading: Y Math: Y ESL: Y Learning: Y
The ABLE Sampler, along with Research Distilled, are important works for any program,including Literacy Councils. This should be a part of tutor training if tutors are to become really involved in the big picture.

Staff Development, multiple areas **PARTICIPATORY STAFF DEVELOPMENT**
YEAR: 1993 **ISSUE:** April 1994 **PROJECT:**
Carol Goertzel LSH Women's Program (215) 426-8610

Focus Review 1993 - HM **Effectiveness: Innovation: Adaptability: Final Report:**
The final report and workshop handouts document a model process for conducting staff development workshops according to adult education principles of participatory learning. The nine half-hour staff development workshops designed to disseminate information about 353 curriculum, enhance teaching methods, and increase strategies to aid in student retention provided modeling of new techniques, linking new learning to past experiences, practice of new learning in small interest groups, and reflection and evaluation of what was learned.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Y Revision
Learners: Staff: Y Tutors: Assessment: Reading: Math: ESL: Learning:
An interesting program planner. Sandy Strunk might consider then when developing her program improvement plan.

Staff Development, research **RESEARCH DISTILLED**
YEAR: 1994 **ISSUE:** April 1995 **PROJECT:** 99-4024
Tana Reiff New Educational Projects, Inc. (717) 299-8912

Focus Review 1994 **Effectiveness:** E **Innovation:** E **Adaptability:** E **Final Report:** E
Project identifies and summarized 47 research projects conducted since 1989 under section 353 in PA and throughout the nation. The 32-page resource booklet is divided into assessment and testing, curriculum and instruction, participation and retention, and surveys and evaluations. The format for the reviews are: Title, project number, fiscal year, state, contractor, purpose, summary of procedure, summary of findings reviewer's commments, correlation to other projects, contact information and document retrieval address.

FOCUS VALIDATION: 1996 All Programs: Y PDC'S: Y Revision
Learners: Staff: Y Tutors: Y Assessment: Reading: Math: ESL: Learning:
Research Distilled, along with the ABLE Sampler, are important works for any program, including Literacy Councils. This should be a part of tutor training if tutors are to become really involved in the big picture.

Staff Development, Resources **FREEBIES FOR ABLE**
YEAR: 1993 **ISSUE:** December 1993 **PROJECT:**
Tana Reiff New Educational Projects, Inc. (717) 299-8912

Focus Review 1993 **Effectiveness:** S **Innovation:** E **Adaptability:** E **Final Report:**
This 34-page guide containes materials available free to the general public that are suitable for adult learners. Most of the materials come from human service agencies, public and private organizations and adult education clearinghouses. Resources are categorized by ABLE category (family literacy, ESL, Numberacy, etc). Each item listed contains the title, description of the material, publication date, reading level, method and limitations on ordering. The selection is limited and all ESL materials listed as provided by AdvancE have been distributed.

FOCUS VALIDATION: 1996 All Programs: Y PDC'S: Revision
Learners: Staff: Tutors: Assessment: Reading: Math: ESL: Learning:
This is a program resource and as such should be available in all classrooms.

Staff Development, tutor training **PROJECT PAL RESOURCES**
YEAR: 1994 **ISSUE**: April 1995 **PROJECT**: 98-4023
Peggy Keating-Butler & Edie Gordon CIU 10 Adult Development Center (814) 359-3069

Focus Review 1994 **Effectiveness**: S **Innovation**: E **Adaptability**: E **Final Report**: E
Project staff reviewed, updated, extended and documented a large rural program's oral tradition for program coordinators and wrote three manuals: A Procedures Manual, A Tutor Training Manual, and a Tutor Handbook. The guide to procedures deals with day to day practices and monthly record-keeping responsibilities. The tutor training manual provides an outline of viable topics and a bibliography of supporting materials. The tutor handbook is a compilation of previous workshop materials.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Y Revision Y
Learners: Staff: Y Tutors: Y Assessment: Reading: Math: ESL: Learning:
This project should be combined with other tutor training materials.

Technology **ASSESSING THE NEED & ACCESSIBILITY OF DISTANCE EDUCATION**
YEAR: 1993 **ISSUE**: April 1994 **PROJECT**: 98-3001
Allan Quigley and Daniele Flannery PSU CCGE - Monroeville (814) 863-3777

Focus Review Honorable Mention 1993 **Effectiveness**: NA **Innovation**: NA **Adaptability**: NA **Fin al Report**: Y
This project investigates the feasibility of using distance education for training rural ABLE staff. After a comprehensive review of literature on distance education as practiced by other states and Canada, the final report describes a survey of rural Pennsylvania literacy providers access to and attitudes toward distance education for staff development and identifies distance education resources currently available: i.e. interactive audio; interactive video and audio graphics; interactive video-audio using satellite downlink transmission.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Revision Y
Learners: Staff: Tutors: Assessment: Reading: Math: ESL: Learning:
This project provides tremendous insight into how distance education might be used for the professional development of ABLE practitioners. In particular, it looks at the accesibility of distance education equipment and how this mode of instruction was perceived by practitioners. Research findings are thought-provoking for anyone interested in professional development. The study should be updated.

Technology **COMPUTER ASSISTED EVERYDAY BASIC SKILLS**
YEAR: 1993 **ISSUE**: December 1993 **PROJECT**: 98-3030
Carol Molek TIU Adult Ed & Job Training Center (717) 248-4942

Focus Review 1993 **Effectiveness**: S **Innovation**: E **Adaptability**: S **Final Report**:
This project added 4 new units and CAI modules to the Everyday Basic Skills curriculum developed in 1992. It includes modules on computer literacy, everyday math, everyday English, basic skills, social skills, employability skills, life skills, teen-parent life skills, first step parenting, sex equity/non-traditional occupations, local government, laws and legal issues, and an advanced level computer enhanced basic skills for students who are preparing for post-high school education. Each lesson plan is cross referenced to students handouts, texts, and computer software.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Y Revision Y
Learners: Staff: Y Tutors: Assessment: Reading: Math: ESL: Learning:
Although the hardware and software used for this project are somewhat dated, the Teacher's Manual is a treasure trove of ideas for anyone teaching basic skills. The basic skills curriculum is amazingly detailed with modules on math, life skills, parenting, employability, government, etc. The lesson plans are cross referenced to handouts, texts, and computer software. A phonomenal volume of work that would prove useful to ABE instructors with or without the technology component.

Technology **NEW TECHNOLOGIES FOR ABE/GED**
YEAR: 1995 **ISSUE**: December 1995 **PROJECT**: 98-5016
Debra Burrows CIU 10 Development Ctr for Adults 717-893-4038

Focus Review November 1996 **Effectiveness**: S **Innovation**: E **Adaptability**: S **Final Report**: E
Project staff identified applications and instructional activities that utilize e-mail, bulletin boards, user groups, multimedia and the Internet. A Teacher's Manual was produced providing a detailed description of 12 computer-based activities for ABLE students at 5-12 level. Activities such as language experience, Pen Pals, current events discussion, listserv activities, and a newsletter were fieldtested with 25 adult learners and shown to be effective with and welcomed by both students and practitioners.

FOCUS VALIDATION: 1996 All Programs: Y PDC'S: Revision
Learners: Staff: Y Tutors: Assessment: Reading: Y Math: ESL: Learning:
This technology project is superb for programs that are interested in integrating technology with traditional ABE/GED instruction. Since it is not hardware or software specific, the project is appropriate for any platform. Explanations are clear and attractively presented so that even a technology novice can understand and use the information. This is one of the few technology projects that doesn't get bogged down in which disk goes in which drive but, instead, offers good basic information that can be applied to any setting.

Technology **PROGRAM MANAGEMENT BY COMPUTER**
YEAR: 1991 **ISSUE**: April 1993 **PROJECT**: 98-1014
Jeffrey Woodyard Tri-County OIC, Inc. (717) 283-7318

Focus Review 1992 **Effectiveness**: S **Innovation**: E **Adaptability**: S **Final Report**:
This program developed a standardized computer d-base system for PDE reporting requirements, making IUP assignments, and tracking student progress. Although designed specifically for the OIC, the software templates produced could benefit any ABLE program with access to an IMB compatible computer and the associated software. The data base contains information about the instructional levels of textbooks cited, the subject areas covered and, in some cases, notes on which type to student might benefit from the lessons.

FOCUS VALIDATION: 1996 All Programs: PDC'S: Revision Y
Learners: Staff: Y Tutors: Assessment: Reading: Math: ESL: Learning:
This project was an administrator's dream come true. All of the ABLE forms, an IEP template and more were computerized for distribution to PC users. Although the forms are now quite dated, this project is worth updating and could save administrators and support staff hours of time.